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# MICHIGAN

# JOURNAL OF EDUCATION

AND

# TEACHERS' MAGAZINE,

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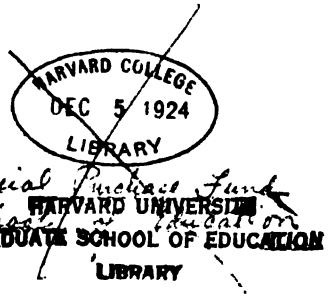


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# MICHIGAN JOURNAL OF EDUCATION,

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## INTRODUCTION TO VOLUME III.

The World's work is not yet done. Humanity yet lingers along the slopes of that eminence on whose unvisited summit she shall yet furl the banners of her march and repose forever in those homes of beauty and endless blessedness as yet unseen save in the prophet's vision and the poet's dream. No enterprize of human benevolence has yet reached a point of rest. None can pause without going backward by virtue of that earthward gravitation whose strong grasp holds all material and mortal being. With the new year come renewed needs, and Hand and Brain must still again bend themselves to their long wonted work.

Amidst these millions of workers who with hand-work or thought-work, are seeking to fill the measure of duty and to meet the demands of Earth's vast wants, we again resume our post, and if with a soberer hope than heretofore by reason of our better knowledge of the difficulties in our way; yet with no diminished feeling of the importance of our task, and with no weakened determination to succeed.

A great and vital public interest called our Journal into existence: the advocacy of that interest still demands its issue. Politics need not fear to be forgotten while offices of honor and emolument remain to be sought and filled; Religion will still find worshippers while conscience holds sway and death urges men to secure the hope of immortality; and business with its voice of steam and its iron arm will never fail of its share of attention; but the duty of the present generation to educate its successors on the great stage of life is a duty so remote and unselfish as to need that it shall be urged upon mankind with the importunity of a continued iteration.

Bound by so high and stern a purpose we can scarcely hope to carry with us the light superficial reader who asks only to be amused, and whose mental appetite relishes only the lightest and weakest literary pastry; but to the true thinkers, the men whose deep souls have learned that—

"Life is real—life is earnest."

we commend our work with a confidence encouraged by every experience of their past regard.

To the true workers and thinkers of our kind we appeal. With their approval we shall rest content, nor covet higher honor than to be permitted to work side by side with them to leave the world wiser and better than we found it, and to promote the glorious up-burst of that PATERNAL LOVE, which, recognizing the real grandeur of its mission as to the education of our race, shall make the world itself at once the HOME AND SCHOOL of a redeemed humanity, which to the hope of the christian shall add the culture of the sage.

## THE FOUR STUDENTS—A TALE OF MOTIVES.

Commencement Day at —— College ended in brightness as it had begun; and wholly unmindful that the term was closed, and that no more commencement day glories waited to greet his sight, the sun rose again brightly over the almost deserted college halls and green. The world still needed light though learning had retired for her long summer siesta; and besides in that grand school of Providence, in which the sun is every day turning up a fresh page of Nature's volume, no vacation is ever known. Is it not mortifying to human pride that nature, in her movements, pays so little heed to the accidents and changes of human life? So at least thought Frederick Stanton, the valedictorian, as, with the pride of his yesterday's hour of triumph still filling his soul, he this morning busied himself in packing books and clothes preparatory to his final farewell to the long familiar haunts of his student life. The glow of success still lit his eye, but it was the glow of the setting, rather than of the rising sun, for already he had begun to feel the emptiness of the rewards of ambition. He had plucked the coveted honor which like some splendid fruit had hung before his vision for years, and it was now turning to ashes on his tongue. Nature bowed not nor did him reverence. Her commonest wants pressed as relentlessly upon his soul and body as ever. The Alps he had climbed having failed to show on its summit the Castalian fountain of immortality from whose streams he might quench "the fever at the core," burning within him, ambition coldly mocked his disappointment by pointing him to other Alps beyond. The falsehood of the past was forgotten in the promise of the future, and he turned his thoughts to the hopes of new honors to be won, with as ready a faith as if he had never been deceived. 'Tis ever thus with ambition; higher and higher she urges her goaded victim with that maddening cry, "*Excelsior;*" till rising amidst the fields of eternal snow unloved by Heaven and unvisited by the warm breath of human sympathy, his dying glance, despairingly sees in his icy grave the immortality he has so madly sought, and the cold glitter of the glazier shrouds him as if in mockery of the glory with whose halo he had thought to crown his brow.

A knock at his door interrupted both Frederick's dreams of ambition and his packing operations. "Come in," said he, and a gentleman of middle age and somewhat pompous address entered. Advancing to the middle of the room and scanning the Student from head to foot with an oddly mingled look of admiration and of business sagacity, he said at length, "I presume I address Mr. Frederick Stanton."

"Such is my name," replied Fred.

"My name is Smith, sir, and I have visited college at this time to secure

a teacher for our town. I heard your oration yesterday and was so well pleased with it as well as with the high name you have earned that I have called to inquire as to your plans and to invite you to take charge of our school."

"I have chosen the law, sir, as my profession," responded Fred, a little proudly;" but I should have no objection to spend a year in teaching should such a situation offer as I could accept. I have already had several offers, but they were nothing but common schools. Justice to myself demands that I shall have a field where I can exhibit the education I have labored so hard to acquire, and to establish for myself a reputation which may aid me in the future. I will not teach common branches, nor in any school except a classical school or academy."

"You are right," replied Mr. Smith, and I am happy to assure you that our school will suit you to a dot. We are determined that our school shall be the first one in the county, and the people have voted to call it the Smith Institute, in compliment, sir, to me on account of a donation which I made of a site for the school house. I have n't much education myself but I can appreciate it in others and am not one of those who would have children forever studying common branches. I think if boys spent less time in studying arithmetic and more in learning mathematics, and other classics, it would be far better for them. I go, sir, for striking out the common branches altogether from our school." Frederick scarcely relished this carrying out of his views, but as the school seemed a prominent one, several eminent names being found in its board of trustees, and as the pecuniary prospects were fair, he finally accepted Mr. Smith's proposition and was duly engaged as the Principal of the Smith Institute in Polkton.

In another room at about the same hour with the foregoing visit, Francis Walters, engaged like his classmate, in preparing to leave college, received a visitor. It was no other than Judge Williams, the venerable Chief Justice of W. "My young friend," said he, addressing Francis, who had received him with a modest and manly grace, "I listened with great pleasure to the sentiments which filled your address yesterday, and have called to make your acquaintance and to ask if in any thing I can serve you. What course of life have you marked out for yourself? I ask, only that I may serve you."

Francis uttered his thanks in a sincere tone, and frankly replied that he had concluded to become a teacher. "You have chosen wisely, Francis," said Judge M. "you have chosen wisely A false and worldly ambition might have led you into our profession as it will the majority of your classmates, and you would have found in the practice of law, room for all the christian strength and self-denial which you seem to possess;" added the old man, thoughtfully, "but

you have chosen wisely. The teacher of his race has a grander mission,—a far higher and more important work—than the explaining of statutes and the advocacy of the rights of some litigious client. Even an intelligent ambition would prefer your work—an ambition that could comprehend and love real greatness and distinguish it from that shameless and flaunting counterfeit which awakens the popular huzza and stirs the ambition of the essentially narrow mind; but I trust it is a holier motive than ambition that has influenced your choice."

Francis hesitated thoughtfully a moment before he replied, for he was not one of those who vaunt their plans and purposes, and having reaped beforehand the praise for which they labor, often forget afterwards to earn it. Working ever in the presence of God, it mattered but little to him whether other men knew or approved his aims, and his plans were rarely told except by the generous deeds which fulfilled them. When questioned thus as to his motives, he naturally paused before replying. But a glance at the noble christian face of the venerable Chief Justice, reassured him, and he spoke freely of his aims.

"I have carefully considered my course of life, sir," said he, "and have come to the conclusion that as a teacher of the young I may spend my life most usefully to my race, and best serve the great cause of God. As a teacher I hope to do something to promote the love of truth on the earth; for, as it seems to me, the business of the teacher is *to train the soul for the comprehension, the love and the use of truth.* The teacher is therefore but a servitor of truth; truth is the instrument of his toil, the measure of his progress, and the end of his aim. He exercises the mind in the study of truth, that he may conform its development to the laws of truth and crown its growth with the knowledge of truth."

"You use the term 'truth,' in an indefinite sense," replied Judge W., with a look of lively interest; "do you mean to embrace religious truth in your teaching?"

"All truth is to me religious," said Francis, "for all sprung from God and must forever remain related to Him. If allowed to change a line of Pope, and make, what seems to me, a truer application of it, I would say of the various truths known to our mental and moral natures:

"All are but parts of one stupendous whole,
Whose body *science* is, and God the soul."

It is as the manifestation of the will of Deity, that the truths of nature even, awe the conscience and appeal to the heart. Is it not as important, sir, that the heart should be taught to love the beauty and beneficence of truth, as for the intellect to know its forms?"

"Practically, it is, and especially is your proposition true of those princi-

ples which underlie individual character and control society. It is in the benevolent uses of education and not in its naked power that its real excellence lies."

"Well,' added the collegian, and a fine enthusiasm beamed in his look, "why may I not so teach the truth, that while the minds of my pupils are rendered active and clear and strong, their hearts may be filled with the conception and love of all that is tender and generous and unworldly in a really noble and truthful character? As to teaching religion, God alone can do that, but I can never be so untrue to Him or to my pupils as not to urge them to learn that holiest and happiest of all lessons, the story of His pardoning, redeeming love."

"I fear, my young friend, the world will consider your views of education as impracticable if they are not stigmatized by a worse name. But in what kind of a situation would you choose to begin your career?"

"I am without experience, sir, and expect therefore to begin in some of the smaller of our common schools, or in a subordinate position in a higher school. I feel more concerned to learn my business, and to secure a situation in which I may be at liberty to do all that I can for my pupils than about the amount of present compensation, or for eminent position."

"My young friend," said the old man, "you have choosen wisely. The The experience and thought of three score years, tells me the value of these principles which our holy religion has taught you. In the little village where stands my home, the district school is vacant. Come and take it and I will see that you shall have work to do and pay for doing it. You may teach what and how you please, only make our children honest, intelligent, God fearing and happy citizens."

[TO BE CONTINUED.]

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## THE STUDY OF LANGUAGE.—No. 1.

Language is both an instrument and a power. It is, at once, the medium the vehicle, the storehouse and the nurse of thought. Robed in the fitting word, the subtile idea stands forth before the mental contemplation, or is woven into the immortal tissues of thought; and with its vocal utterance it becomes current coin in the commerce of mind; goes forth with an audible presence to impress other minds and abides a power among men. In framed sentences, as in imperishable chambers, thought finds its great storehouse, in which its treasured learning of ages is repoeited and preserved. In the rich burden o associated ideas which have gathered around our words themselves we find not

only the needed complement which rounds into beauty and maturity the crude first forms of thought, but the suggestive occasion of much that is absolutely new and original in our ideas. Take a passage from any prominent author and see how often the new and brilliant thoughts and turns of thought, which strike the reader with a sort of joyous surprise, are born of some word casually used in the preceding sentences; and could we look into the minds of these writers and thinkers, and watch the processes of thought, we should see still more clearly how often thoughts are born of words, and how language itself in its chance combinations, does the work of living minds, and reveals new truth where it was called in only to illustrate and explain the old.

The most potential agent and the most finished product of the mind, its history is the history of the soul itself; its changing forms mark, with the minutest faithfulness, eras of human development, while its manifold varieties portray, with the severest accuracy, the various differences of national life and civilization. In the growth and changes of its language, we often read those interior and fundamental facts of a nation's life and progress, which escape the notice of the ordinary historian. Thus in the splendid speech of the old Greeks, we have a monument of Grecian art and civilization more significant by far than the perpetuated thoughts of their poets and philosophers, and which will out last, by ages, the marble of their sculptures and their temples. The "decline and fall of Rome" is sufficiently recorded in the degradation of the forms and meaning of the Latin Language; while the ethnical differences of the Gallic and the Anglo-Saxon races are well defined in the graceful but flippant fluency of the French tongue, and the often harsh but always strong English speech.

The study of language holds a place as singular as prominent in a well arranged system of mental culture. It not only is more nearly related to the mind than other sciences, since it is the science of expression, but it is moreover the medium through which those other sciences must be learned. Through its forms and in obedience to its laws must they make their revelations to the mind of their student, and in the measure of its faithfulness and power will ever be found the exact measure of their development. In the precision and clearness of its nomenclature lies the perfection, often a science, and the student who soonest obtains a command of this nomenclature will, other things being equal, soonest master the science itself. Thus the study of language is auxiliary to all study.

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According to Professor Agassiz, no fossils of the rose have yet been discovered by geologists. He thinks the creation of the plant was coeval with that of man.

For the Journal of Education.

## SOME REASONS WHY I PREFER WORCESTER'S TO WEBSTER'S DICTIONARIES.

MR. EDITOR—SIR :—

Permit me to express the unfeigned pleasure which I have experienced in just now reading the communication of Dr. HAVEN, on the subject of "the Dictionaries," in your Nov. number. Although I do not agree with all of his conclusions, I am truly happy to acknowledge his courtesy, candor, learning and ability. I did not discover in the whole letter a single word to which I am disposed to take exception. It inspires me with a confidence to believe that a subject which so intimately concerns the educational interets of the State may be discussed freely, without acrimony; and with an earnest desire to elicit truth, rather than for the unworthy purpose of obtaining victory in argument, or of playing into the hands of money-making publishers.*

In my two previous communications I have aimed sedulously to acknowledge my high appreciation of Dr. Webster as a lexicographer. Even his most violent enemies must confess his merits. More than twenty years ago I purchased his Dictionary, and from that time till now it has been constantly

* NOTE.—It is proper that I should present one or two points on which I do not agree with Dr. H., if I rightly understand him. First, then, I cannot adopt the apparent meaning of the following :—"How much difference between 'worse than' and 'not so good as'?

"Strange such a difference there sho'd be,
'Twixt tweedledum and tweedledee!"

Does that learned Doctor really mean to imply that the difference is unimportant between those two expressions? So I understand him; but I can by no means agree with him. Perhaps if a single example had been cited in which the one might by any possibility be substituted for the other *without materialty modifying the sense*, I might then think differently. Examples showing the important difference between the two expressions might be multiplied indefinitely. A single one will however be sufficient. Should I say that Jefferson, as a man, was *not so good as* Washington, few persons would take any exception to my remark; but should I say Jefferson, as a man, was *worse than* Washington, I think every American would be shocked.

'Tis strange, indeed, Mr. Editor—

——"such a difference there sho'd be
'Twixt tweedledum and tweedledee!"

s to the second point: I have never had any dispute with the Ex. Com. on the question whether Webster's Dictionaries are far more extensively used at present than any other English dictionary. The question which I have discussed is this, whether it be true that "nothing but the obstinacy of a few publishers prevents the use of Webster from becoming, in this country, at least, universal." It seems that my interpretation of the expression was too rigid; for it is said that "publishers may include authors." I ask, may it not with equal propriety include scholars also? Again, as the word "few" is shown to be a relative term, it may really, sometimes, include *very many*. All the inhabitants of our country are 'few' compared with the whole human race from the creation of man till now. Again, that word *obstinacy* is defined by Webster as a "fixedness in opinion or resolution that can not be shaken at all, or not without great difficulty." Putting the parts together we shall have the somewhat enlarged preposition:—"nothing but the fixedness in opinion or resolution that cannot be shaken at all, or not without great difficulty, of very many publishers, authors and scholars, prevents the use of Webster from becoming, in our country, at least, universal." To this preposition, I do not object: and nothing short of this, in my opinion, presents the truth.

at my elbow. During a brief residence in Europe, it was one of the very few books in my library which I could not leave behind. I have always, with a few exceptions, aimed to follow even his orthography. It cannot therefore be attributed justly to any prejudice against Webster, when I express some preference for Worcester.

I wish now, in justice to myself, to present some of the grounds of this preference.

In the first place, I consider Worcester's *system of orthography* on the whole safer and better. I think Dr. Worcester has a more perfect apprehension of the precise nature of his task. I conceive a lexicographer to be a contemporary historian of the words of a language. His duty is in all cases to describe things with the utmost possible fidelity, not as he thinks they should be, but as they really are. If I open a French dictionary to examine a word, I wish to know the current orthography, not some improved method which few if any of the French people have yet adopted : I wish to know also the current pronunciation and meaning, although a few critics may insist that both are wrong. In these general principles I am confident the Ex. Com. will agree with me. Dr. HAVEN implies the same opinions in that paragraph of his letter in which he speaks of "the influence of the people." Now if we study the career of Dr. Webster we shall find that he has not always been contented within these limits. In the early part of his life, especially, he attempted some innovations in orthography which have excited the prejudices of not a few persons on this side of the Atlantic. These innovations were intended as improvements, not founded on any extant usage, but purely the invention of Dr. Webster. A few examples from Webster's edition of 1828, will suffice to show what I mean. Without indicating which is the common form, we have a two-fold orthography given for the following words : *aker, acre; leather, lether; ieland, island*; *spread, spred; bridegoom, bridegroom*; *bild, build; tongue, tung*; *thumb, thum; thred, thread; feather, fether; neighbor, nehboor*. Like most men, Dr. Webster grew wiser as he grew older. He found that he could not induce the stupid people in any case to write *tung* instead of *tongue*, *aker* instead of *acre*, or *nehboor(!)* instead of *neighbor*. He accordingly abandoned the attempt, and his later editions have only the usual orthography of all the above words. As a parallel to this, it is said that Dr. Worcester also has modified his orthography in many respects since the appearance of his earliest edition. Now, so far as general usage changes, it is the duty of the lexicographer, as a faithful historian, to note the fact. But any alleged inconsistency of Dr. Worcester on this point, is, I think, wholly groundless. The inconsistency is made out only by comparing the editions of Webster and of

Todd's Johnson, which Dr. Worcester, *under specified conditions edited*, with Worcester's own dictionaries. But, further; there are some peculiarities of orthography still retained in Webster's Dictionaries which do not represent general usage either in this country or in England. Therein I consider him to have departed from the proper sphere of a lexicographer.

But it is said that the orthography of Worcester does not differ greatly from that of Webster; and that he has even copied from Webster. Granting the former part of the statement to be true, I think the orthography of Worcester to be preferable in just so far as there is a difference between the two. The latter part of the statement is a bare assertion without proof. But it may be asked, did not Worcester adopt from Webster the "or" instead of "our" in such words as "vigor," etc.; and following the same authority omit the "k" at the end of such words as "public," etc.? I think a mistaken notion to be prevalent on this point. The redundant final k after c was omitted in Martin's English Dictionary more than a century ago; and Dr. Webster himself, in the preface of one of his earliest dictionaries, (dated June 1, 1829,) says "the *u* and *k* are entirely excluded from such words as honor and music *in accordance with the decided tendeney of later usage both in this country and in England.*"

But let me ask, if the reform in question had indeed originated with Dr. Webster, why did he not omit the *u* in the ending *our* and not omit the *o* in the ending *ous;* and instead of *vigorus, dolourous*, etc., write *vigorus, dolorus?* Does not simplicity, as well as the analogy of the Latin language, point to the one omission as much as to the other? Again, if contrary to the then prevalent usage he had omitted the redundant final *k* after c, why did he not with equal propriety omit the final *e* of such words as *medicine, adjective, fertile*, etc.? Why not write *medicin*, etc.? Can any good reason, aside from usage, be given? The truth is, if we begin to make such changes in our language as are suggested by analogy alone, it is impossible to foresee where we shall end.*

Had Dr. Webster always been governed by usage, following the guidance of analogy only where usage was divided, he would have adopted a safer principle, and Dr. Worcester might then be liable to the charge of imitating him.

It may be said that the reasons for prefering the orthographv of Worcester to that of Webster are slight even, according to my own showing. I intended they should be so; for althongh on principle I am constrained to condemn Webster's peculiarities, yet I must confess that a long use of his works has

*It seems to me that the principles by which Webster was at least partially guided would lead directly, if fully adopted, to the phonetic system. My own opinions of this system are clearly expressed in an extract, which appeared in the June number of this Journal, from the work of Archdeacon Trench, entitled, "English Past and Present."

created in me a fondness even for that which my judgment condemns. If I am permitted to continue this subject hereafter, I propose to give some reasons for preferiug Worcester to Webster, more decided than those which are founded on the question of orthography.

J. R. B.

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## PRUSSIAN SCHOOLS.

A correspondent of the Chicago *Christian Times*, gives the following life-like pictures of the Schools in Berlin, the capital of Prussia. They may help our readers to a clearer understanding of the world-renowned Prussian system of Education:—[Ed. Journal.

"The method of instruction in the schools here differs in many respects from those in America. There is, to put in as few words as possible, more teaching and less learning than with us, more oral instruction and constant drilling in classes, and not so much dependence placed on text books. In Latin, for instance, although the first classes had a couple of small books somewhat on the plan of "Ahn's Modern Languages," in which were examples and short sentences to be translated from German to Latin and from Latin to German, the teacher during one hour took them through the translation, or gave them the vocabulary for the sentences to write down, and on the next day, they translated the same to him, conjugated the verbs, construed the sentences and gave the rules, lists and exceptions. A class that had studied Latin a year and a half or two years, were required to write down on the spot, off-hand, the translation of a simple narrative which the master read to them slowly in German, the teacher took their copy-books home with him, corrected them, and the next day one hour was devoted to a critical analysis of the given task, the errors pointed out to all, with the rules for the criticisms. An hour in the afternoon or of the next day was spent in giving out another similar lesson, and so on.

The scholars all sit according to their ability, they go up if they answer a missed question, and if they miss they go down. Besides, although the classes average in numbers from fifty to one hundred pupils, the questions are never put in regular order to the boys, one after the other.

The teacher puts out the question and calls some boy by name. Instantly he stands in his place, and if he is quick, answers in the exact number of words that are necessary, and no more, and sits down. If he cannot answer, or if he has to think it over, the boy immediately behind him or at his side is called on; he springs up, answers the question like a marksman with his rifle, draws out his satchel from under the desk before him, climbs over the form and takes the seat which is at the same moment yielded up for his by the one who missed. Towards the end of the hour, when the questions were flying thick and fast, every boy in the class busy solving the question the moment it passed from the lips of the instructor for fear his name would be called out.—Four lads, one behind the other, would miss a question while the fifth would

stop it. In that case each of the four with books and knapsack climbs over the seat behind him, while the fifth advances to the vacant place in front of them all.

Nothing could exceed the tension of mind of the scholars while being drilled in this manner. Everything was life, sparkle and spring, in their looks and movements, except the tears now and then that would burst to the eyes of some ambitious boy as he took a lower place.

Religion is taught one, two or three hours a week during the whole course of study. What sort of religious instruction in particular is given, I cannot tell, although there being an established, authorized and patronized Church here, it is to be supposed that that delicacy of feeling about treading on the toes of other people's belief, which influences religious instruction in America, is not felt to any great extent here.

The class of thirty young men who received religious instruction from Director Ranke himself, were taught during the hour I listened to them, in those doctrines universally accepted by the Christian world. The exercises of the hour were opened by singing a hymn in which all joined. After that a short prayer from one of the scholars, all standing, and then, after some introductory remarks in respect to St. Paul's Epistle—Romans, as containing an Epitome of the Christian doctrines and belief—the class opened their Greek Testaments, and translated, critically and fluently, St. Paul's Epistle to Philemon.

A few days after this I attended the Exhibition previous to the Christmas holydays. A large hall was full to overflowing with the boys of the Gymnasium and a few gentlemen spectators. Two of the older boys played a four-hand piece on the piano as introduction, after which, commencing with the smaller lads and proceeding to the older ones, the audience was entertained with Latin and Greek orations for several hours.

The little boys recited Latin or Greek fables and smaller narratives, one, two, three and sometimes six or seven apiece, while the more advanced youths selected extracts from the Greek and Roman Orators, and four or five personated the heroes of the Iliad, and delivered, each, his part, one of the first books of Homer's poem. The monotony of the exercises was relieved by several fine pieces from the piano accompanied by the violin. In other respects, except that the speeches were entirely Latin and Greek, the Exhibition was not unlike many of ours in America. That same evening Handel's "Creation" was given in the same place, by the scholars of the Gymnasium, though with what success or with how much help the foreign to Institution, I am unable to tell, not having been present. Certainly the attempt even to produce that noble oration in one of our school Exhibitions in Illinois would be an era in school history for ever after. But wait and see! Labor, wait and see; we may have as good a school system and as good schools in Illinois ten years from now as Prussia boasts of. Common school instruction costs more here than with us. The half-yearly tuition for each scholar is from a dollar and a half to five dollars, though there are schools free to the children of those who are too poor to pay. Only in these latter do both sexes study together, and there is more reason for their separation since the boys study Latin and Greek so much, while it is the universal belief here that Algebra, the Mathematics, anything higher than "Richming"—the elements of Arithmetic—is entirely above the comprehen-

sion of the female mind. It may be in Berlin, Berlin ladies have told me so, and I believe them, but it is not so with the ladies of my acquaintance in America. On the other hand, French is taught as a necessary study, and English also is in the regular course, while all kinds of "hand-arbeit," needle-work, embroidery drawing and designing fill up the time which with us is devoted to a more rigorous discipline of the mental powers.

Some account of the University, the apex of the whole educational system and towards which all the lower schools point and lead their pupils, ought not to be omitted in this hasty glance.

The number of Professors, ordinary, extraordinary, and private lecturers, who are giving instruction to the University this winter, is one hundred and sixty-one; the number of young men who attend their lectures is two thousand one hundred and two. Of the Professors, fourteen are Theological, fifteen Legal; Medical, thirty-nine; and in Philosophy, which includes physics and metaphysics, history, art, philosophy and the natural sciences, there are ninety three. Two hundred and sixteen students are studying Theology, six hundred and fifty-nine, Jurisprudence, Medicine, two hundred and eighty, and in Philosophy, three hundred and twenty-nine. This last list includes only the Matriculated, the six hundred and eighteen are divided in, perhaps, the same proportion among the different studies. About thirty American students attend lectures, being a greater number than from any nation out of Germany.

Everything is done by lecturing except, of course, such demonstrations as in Anatomy, etc. The young gentlemen come in with their copy books and pens and pocket inkstands, take their numbered seats for which they pay the Janitor two and a half silver Groschen the Lemestre—the lecturer's fee is about five Thalers the half year—open their manuscripts before them, place their inkstands carefully—they terminate in a sharp, owl-like point which is screwed into the desk, mend their pens and await the Herr Professor. When all is still, perhaps ten minutes after the time, he appears, walks swiftly up to his little elevated desk, in front of the waiting auditory, takes his seat on the plain wooden chair, throws open his Notes and reads straight on, the students scratching away as fast as ever they can, until the bell rings when he claps to his manuscript, hastens out, and this "Vorlesung" is over with. It does a student,s eye good to glance over the catalogue of lectures, and their several subjects, and notice how minutely, and especially the whole range of human learning is divided off to its particular lecturer. No wonder that Berlin's Lecturers are distinguished for their erudition when each one has to devote his time and study to only one single subject, or one branch, or even one small twig of a branch of a subject. Every important book in the Bible has its particular professor, besides the general subjects—history, geography, homiletics, dogmatics, etc.

The natural sciences are especially well attended to. There are three or four lecturers in the various departments of Botany—what a field for their investigations our prairies and forests would be! besides Entomologists, Zoologists, Mineralogists, etc., etc. There is also a professor of mechanics and machinery, and another professor of husbandry and rural economy. The latter teaches once a week upon the natural history of Domestic animals, three times a week upon the rearing and training of them, three times a week upon the internal

and external diseases of the same, and also three times a week upon the rearing, care and use of sheep, with instruction and illustration of the various kinds and qualities of wool.

These lectures are all given in the various "Auditoria" of an immense building in the centre of the city. The students room where they please in the city, and must in order to pass an examination for any of the professions, extend lectures three or four years. On the whole the entire system of instruction here is German—to speak a truism—and although it is very possible that we may have as good or a better one before long in America, yet the same we shall probably never have, it is too German for a Yankee.

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## UNCONSCIOUS TEACHING.

The following remarks were made by Rev. F. D. Huntington, of Boston before the American Institute of Instruction. They will be found laden with the most important educational truths:—

"He said the central thought of his doctrine was, that the ultimate object of the teacher's profession is, not the communication of knowledge, nor even the stimulating of the knowing faculty, if we understand by that faculty one quite distinct from the believing faculty, the sensibility and the will. Education involves appeals to faith, feeling and volition. In any liberal or Christian acceptation, education is not the training of the mind, but the man. The elements of humanity cannot be partitioned off like so many rooms in a dwelling or so many portions of the soil. One-sidedness has been the vice of all systems of education hitherto.

Mr. Huntington then stated his three main propositions, which were: First, that there is an educating power issuing from the teacher, not by design, but silent and involuntary, as indispensable to his true function as any element in it; Second, that this unconscious tuition takes its quality from the undermost substance of the teacher's character; Third, that as it flows from the very spirit of the teacher's own life—being an effluence, so it is an influence acting on the mind of the scholar.

The highest thought and deepest emotion are not communicated to outward expression. Nature gives a broad hint to this proposition. When she discloses any of her grandest pictures or sculptures, she shuts her lips. "My children be still," that august schoolmistress says, before she lifts the veil from any majesty or splendor. If we are presumptuous enough to talk, she secretly rebukes our babbling. When her diapason voice sounds, our loquacious one must cease. Some of the deepest, profoundest impressions, are made on our minds, independently of spoken words, by signs, influences and associations beyond any speech. It was said of Lord Chatham, that everybody thought there was something in the man even finer than his words. We are taught, and teach by, something that never comes into language at all. This is often the highest kind of teaching, and has the most effect, for the very reason that it is spiritual in its character, noiseless in its pretensions, and constant in its influence. The moral power of the teacher's own person, possesses this unconscious influence.

If we enter a number of school-rooms, we shall see a contrast something like this, said Mr. Huntington. In one is a personal presence which it will puzzle us to explain. First, there is an absence of all effort. Everything is done with ease, but with energy. There is no shuffling and lounging in the ease of manner. There is dignity and determination in it. This teacher accomplishes ends with singular precision. He speaks less by his voice than by manner; but his idea is caught, and his will promptly done. Everything is done correctly; and though he does not seem to be there, the business is done, and done remarkably well. Authority is secured, intellectual activity is stimulated, knowledge is got with a hearty zeal.

Over against this, we have another who is the incarnation of painful and laborious straining· a constant perturbation, an embodied flutter, a mortal stir, an honest, human hurly-burly. In his personal intention, he is just as sincere as the other. Indeed, he tries so hard, that his boys seem to have made up their minds that he shall try harder yet, and not succeed after all. So he talks much, and the multiplication of integers is only the multiplication of fractions. He expostulates, but these expostulations roll over the boys' heads like bullets over the ice, and his gestures indicate nothing but despair. If you ask the good master, "How do you account for this difference?" he will be perplexed to tell; nor will the restless one understand his feebleness any better.

The Creator has established certain signs, which reveal the great moral secret. One of these is temper, which issues bulletins that are read every day by the boys, and read correctly. He cannot stop to analyze the impression made upon him, but he takes it, and it becomes a part of himself. It is either the dew of gentle signs, nourishing him, or it is the "continual dropping of a very rainy day," which Solomon compares to a contentious woman, though he probably had not a cross school-ma'am in his mind.

Another instrument of this unconscious tuition is the human face. This is the unguarded rendezvous of all the imponderable couriers of the heart.

The eye itself, in its royal port and power, is the born prince of the school-room. Nature made the countenance of man to reflect the spirit of his life. The faces which we love to look upon are those which are really beautiful; and they are the faces of lovely persons. No matter about Juno nor Apollo. Scipio said, "the countenances of holy men are full of royal power." The The soul, such as it is, will shine through.

Another of the unconscious educating forces is the voice, the most evanescent and fugitive of things, and yet the most reliable as a revealer of secrets—the voice, irrespective of what is said, simply as a sound.

Another is that combination of physical signs and emotions which we designate in the aggregate as "manners." It was said that an observer could tell, in parliament, in the morning, which way the ministerial wind blew, by the manner in which Sir Robert Peel threw open the collar of his coat. It used to be said among the "old-school" gentlemen and ladies, that a courtly bow could not be made without a handsome stocking and slipper. But the principle that rules the life is the sure posture master. A wrong is inflicted on the school-room, for which no scientific attainments can be an offset, by a coarse and slovenly teacher and vulgar presence, munching apples or chestnuts, like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the sky than the earth, like a clown, and belching saliva like a member of Congress.

After referring to the general neglect of the education of the imagination, Mr. Huntington passed to remark on the importance of this unconscious tuition to dull, stupid scholars. It is about all the tuition they get: all they get pleasantly, and all that sinks in. What a jubilee when they find a teacher who teaches by his looks and heart-beats and spirit! He then gave a most graphic description of the scenes in a school-room on certain days, known to teachers as days when everything seems to go wrong, and the spirit of mischief rules the pupils. Days when everything is harmonious were also described, and these days of depression and elevation were represented as high and low water marks which show the sweep of the tidal waters within the teachers' own breast. As the principles of physiology are better known, the time may come when these special moods may be understood, and their return predicted with as much certainty as an eclipse.

The saddest perplexity that teachers have to meet is to solve the question how their moral duties may be most effectually discharged. When a child's conscience and spirit are approached you confess the uncertainties that invest that nature. Need it be so? Have we no promise from God? Is there no covenant for us? Is not temptation itself subject to spiritual laws which we may more and more comprehend as we ascend nearer to Him who "has put all things under his feet." What we daily sow we shall reap. What is in us, will out. If we mean to train disciples to Christian virtue we must tread the road ourselves. The graces of Christianity must be set upon the breasts of pupils by teachers who illustrate them by their own lives. In closing, Mr. Huntington spoke of teachers as being, under Christ, directors of an immortal fearing, ministers of our social institutions, the regulators of families, apostles to the church, fellow-helpers to the truth of Him who is the Father of families, King over all empires, the head of the church. "If," said he, "I heartily congratulate you on such possibilities and opportunities, will it be deemed a presumption that I have urged you to be disinterested in that friendship, wise master-builders, faithful apostles?"

## MY CHILDHOOD'S TEACHERS.—A PRIZE TALE.

BY MISS P.

There were five of us children. Our Mother died when Ernest, her first born, was but ten years old, while Nelly, the little lamb of the lock, had seen but two summers. We were too young to appreciate fully our loss, to childlike to grieve over it long; and yet we loved her as we loved no one else, and long after she had gone to heaven we would, in our childhood's way—when in our serious moods—talk of the lessons of truth and wisdom which she had taught us, and try to practice them for her dear sake. Thus, perchance, some of the seed she sowed in prayer and faith, took strong root in the fresh soil of our young hearts; and, though many other hands have wrought there since, to our angel-mother may be accorded, in the great harvest, many a golden sheaf.

Our father, was a reserved, silent man, full of care and business, much away from home, and therefore with little time to devote to us children: nor did he

have much capacity to interest and instruct us, yet he was generous to a fault in supplying our wants, and very kind to us in his majestic way. We always regarded him as the impersonation of every thing good and wise and grand; were quiet as so many little mice, in his presence, and proportionately noisy when out of it; fulfilled all his directions in the letter if not in the spirit, and considered him altogether as quite above and beyond our little world.

And now as to *us*; our ages formed an arithmetical series, Earnest's being one extreme, Nelly's the other, mine the middle term, with two years for the common difference. As to character, Ernest was a curious compound of boy and man; so far as he was boyish—frank, generous and noble,—so far as he was manly—studious, proud ambitious and unbelieving. The younger ones thought him beyond compare when he condescended to be a boy, but stood in rather unpleasant awe of him when he was in manly mood. Henry, the next in the list, was a regular boy, and a perfect madcap, heartily hating restraint and books, and perpetually getting into trouble. Concerning Ruth, the next in the series, it would scarcely be modest, since she is before you, to enumerate her particular virtues, and as to her faults, being very anxious to secure your good graces, gentle reader, I will not enumerate them. Then came Hatie, a little, golden-haired beauty, who ruled us all by its magical potency, and lastly, little Nell, who, when questioned one day by a visitor, "What little girl is this?" responded, with the incomparable naivete of childhood, "The dearest little girl in the world!"—an opinion in which the whole household supported her.

Our household consisted, beside the characters already introduced, of two or three servants, among whom, Mrs. Brown, the housekeeper, reigned supreme. She was just the best old soul imaginable; always good-natured and motherly, always ready with some sovereign panacea for every ache, cut and bruise which flesh, especially childish flesh, is heir to, and always ready to shield us from reproof and suspicion of wrong. Then such rare "pies and things" as she would make, particularly such turn-overs as she could always produce, from some hidden recess, for use on such occasions, when some hurt or dispute, required extraordinary diplomacy for its healing—it is positively refreshing to think of them now! Last, but not least, she possessed such a fund of stories! Why, there is not an Arab living who could vie with her in powers of narration and creation! Sometimes, to be sure, she would be guilty of some slight discrepancy or anachronism, but what of that! Show me the story teller who is not? Then she had sundry mystical countersigns, by which she always informed us when our father had come home especially harrassed and tired, and would be impatient with the least noise or confusion. Blessings on good Mrs. Brown!

We lived in the country away from schools, so our education was necessarily a home one. Our mother used to instruct us herself, and soon after her death our father informed us that he had obtained a governess for us. The lady in question was one Miss Sophronia Jones—a person of unbounded talent as a teacher,—at least so said her list of recommendations, which, by the way, was as long as her own face. Miss Jones was tall and stooping, with a perpetual backache, or side-ache, which none of Mrs. Brown's Esculapian powers could relieve. Looking back at her through the softening veil of years, she seems to me like a really worthy woman, who had fallen into the very common error of mistaking her calling; but during the time of her reign, words can scarcely tell what an aversion we had even to her long, gaunt shadow. This shadow fell

upon us, for the first time, one sun-shiny day in June, about six months after our mother's death. We were out at play when she arrived, and, after divesting herself of her bonnet and shawl, she produced a bell from the depths of her pocket and rung it at the door. "The old lady must mean for us to go in," said Harry, stowing away sundry tops and strings in his pockets, and in we went, that is Ernest, Harry, Kate and I. Nelly, happily for her, did not fall under Miss Jones's jurisdiction. Then began what we used to call "the Jones dispensation," etc., woful one it was. Her first move was to call us up in order before her and register our names and ages. Ernest's name she wrote without comment; "and your name?" she asked, looking at our other brother,—"Harry," he answered. "Henry, I suppose you mean," she said. And then our Kitty had to be called "Catherine;" it was horrible! Then, closing her book, she proceeded to inform us, in a solemn manner, that we should be in school six hours per day; that we should sit in the four corners of the room to keep us out of mischief, and to prevent our meddling with each other; that we must mind our books, and mind her; and, having thus enlightened us as to our future destiny, she told us we might take care of ourselves the rest of the day, but not to be noisy, for she had got "a dreadful headache," (here she assumed her martyr face,) and the next morning school would commence.

We went out of the room "on a hushed tip-toe," and scampering away into the garden, relieved ourselves of our opinions of Miss Jones, which opinions I do not think it expedient to transcribe. Kitty and I had a great mind to cry, but as Ernest was present, concluded it wasn't best. At night, when Mrs. Brown was talking to us, round the kitchen fire, she made the prospect brighten amazingly by telling us that she was of the opinion Miss Jones was n't half so bad as she looked to be. "To be sure," she said, "she isn't handsome, and her way of speaking isn't as pleasant as it might be, but, my word for it, children, you be good and she won't trouble you much." Thus consoled, we went off to our reflective nests, and dreamed, as usual, happy dreams, untroubled by visions of witches or ogresses.

The next morning, school did commence, for Miss Jones had the virtue of promptness, certainly. She was systematic too; the first day she mapped out an order of exercises, and from that day till the day of her departure, she never varied from it in time or order. Week in and week out, the same dreary monotonous routine of reading, writing and spelling, geography, grammar and arithmetic, carried out with such fearful accuracy that, to this day, I always associate each hour of the day with some weary recitation.

Ernest was by himself in his studies. He seemed to understand everything by intuition, and it made little difference to him who heard his recitations; he went on independently and rapidly with whatever he undertook, Then he was older than the rest of us, and had been taught by our mother in many branches which the rest of us were not old enough to comprehend, so even Miss Jones's monotonous, inarticulate style of reading could not affect Ernest's clear intonation, and almost faultless inflection and emphasis. And in other things if, intellectually, she did Ernest no good, she did him no harm. But alas, for his noble moral nature! He gradually acquired a perfect contempt for womankind, which it was the labor of years to overcome; and a disbelief in the existence of goodness and benevolence anywhere, which, to this day, he has not wholly abandoned.

Far worse did Harry and I feel. We were together in our studies. Harry had an active, impatient mind that needed careful training; he wanted to have questions answered; he wanted to have lessons made attractive and interesting; he needed to have difficult points explained; then he would have done nobly: but Miss Jones thought inquisitive children a dreadful bore, and as to making a recitation pleasant, I really doubt if the idea ever suggested itself to her! So poor Harry was doomed to come to the conclusion that books, for the most part, were arrant nonsense, and that school books were designed as mental rocks, for the special torment of miserable boys.

As for the growth of my ideas under this kindly nurturing, I cannot give any definite information. I have a confused remembrance of acquiring a habit in reading of commencing every sentence on a high key, then proceeding in a slow, measured tone, gradually diminishing in pitch till I came to an abrupt descent at a period. I remember in a far more perfect manner, that I committed the whole of Cobb's Spelling Book to memory. I can also recall a vague idea that the world was made of two round pieces lying side by side; that part of it was one color and part another; that rivers were black lines, towns round O's, with sundry other such rational ideas, the result of a thorough study of Geography. As to poor little Kitty, she used to read and spell twice every morning, and twice every afternoon, and sit still the rest of the time; unless happily she was sent from the room by way of punishment for restlessness, when she would have a grand play with Nelly and Mrs. Brown, and come back all roses and good nature.

Miss Jones had a strong dislike to children's books, particularly those that went into the simplifying process very extensively, so nothing of the sort was ever introduced into her domains. "New, fangled things" of every description were her especial aversion. Catch her introducing a globe or a book of pictures into school! Punish the thought! Yet, Miss Jones really meant to perform her duty faithfully; she never struck us, or treated us cruelly. If Ernest was moody and disobedient, if Harry was roguish or made a dreadful blunder in reciting, or if I had a fit of day-dreaming, when I should have been "minding my book," we were always "kept after school," and verily we hated that school-room so, I don't think she could have devised a more effectual punishment.—There was a sort of blue, dismal air pervading the room, especially when Miss Jones sat there in state. It was never comfortable as to temperature—either so warm that we presented a half baked appearance, or so cold that we shivered involuntarily. For months after Miss Jones left us, we never opened school-room door, if we could avoid it, hoping to banish from our memories all traces of that reign of terror.

At last, however, like all earthly things, it came to an end. The way it happened was curious enough; I tell it at the risk of my truth-telling reputation—she was married!

There was a certain jolly little man, with a most rubicund visage, who used to come to our house occasionally to make repairs. His coming was always the signal for a grand jubilee among us little folks, and such was his perfect simplicity, and child-likeness of heart that he enjoyed our society as much as we did his. When Miss Jones had been with us nearly a year, he came to stay a week or two, and somehow after that he came very often, and there was a queer look on his face—partly comical, and partly resigned—a sort of it-is-ridiculous—but

if-I-must-I-must expression, that at first we did not comprehend. But we noticed that after that Miss Jones was more affable and approachable; she did not keep telling us that we were enough to try the patience of a saint; her side did not ache sometimes for a whole week, and her corns became so nearly well that she did not shriek every time we came near her. One night, I, who was always owl-like in my habits of sleeping, surprised the two—Mr. Wilcox and Miss Jones—talking in the school-room together. After this all things gradually became plain even to our childish comprehension, and we were not at all astonished, when a few weeks afterward, Miss Jones informed us, with appropriate solemnity, that she was going to leave us. "You'll never get any one to do for you as I have done," said she, "but then you don't know it, and aint grateful nor never will be," and she shook her head and sighed dolefully, "children always are thankless."

The morning of the nuptials, she took her first leave. We had had no school for several weeks, and I had of course, in true child-fashion, forgiven and forgotten all old scores against her, and really intended to bid her good-bye with suitable decorum and sobriety. To be sure, Harry had been slyly planning to elevate a liberty pole, after her departure, (fearing no doubt that she should catch a glimpse both of it and its meaning) but when her trunks had all been taken out, and she had put the last pin in her shawl, and tied her bonnet strings—for some reason or other it took her a great while—she turned to say good-bye, and actually kissed Nelly, Kate and me; I had an indistinct glimpse of something shining on her cadeverous cheek—perhaps Harry saw it too, for he did not elevate his flag—and from that hour I have had a relenting in my heart toward Miss Jones. I believe I should have cried too, but there was such a comical twinkle about Mr. Wilcox's eye, and at the same time a certain ruefulness about his mouth; and the appearance of the two, as they went down the walk—he, so short and stout, she, so like a spectre, was so ridiculous, that my risibles were excited beyond my power to control, and such a laugh as we children and Mrs. Brown had is not often enjoyed by any group.

For almost a year after Miss Jones left us, we were "Free as the winds that blow." Nevertheless our education went on grandly. When we were emancipated we were a pale, sallow looking band. Ernest was as white as any poor student ever was; my headaches had become nearly as frequent as those of our teacher, while Harry had a troubled, perplexed visage, most pitiable to behold. How rapidly we recruited in the sunshine! How Harry's face cheered up, and Ernest's grew brown and glowing. It was mid-summer when we regained our freedom, and until cold weather came we lived mostly out of doors. We found the birds and flowers, the clouds and trees, most attractive teachers, and who will say that the lessons we learned in that genial school were not as salutary and enduring as those which are taught in the schools of men? Ah, the berryings and nuttings—the wild wood rambles, and the long, bright days, when

"The light and the life of summer,
Blossoms in heart and brain."

Pleasant memories of them, come thick and fast as I write! Then winter came, and the squirrels and we kept mostly in winter quarters; now and then taking a merry race through the snow, or enjoying a slide down hill, but usually staying in doors; sometimes frolicking all together in the large dining-room, sometimes gathering round the kitchen stove to pop corn or roast apples, and

often spending hours playing checkers, and fox and geese, occasionally condescending to "three in a row" for Nelly's benefit. Then there were a few books about the house that were not above our comprehension—a copy of The Arabian Nights—a half dozen Peter Parley's books—The Pilgrim's Progress,and a few others—all of which we read and re-read till we knew them by heart.—And O, such grand times as we had evenings with Mrs. Brown! She was perpetually knitting, and while her long fingers contibuted thus to the comfort of our feet, her inexhaustable fund of stories equally administered to the demands of our brains. Every body else in the house sometimes grew tired of us and complained of our noise and restlessness—she,dear, good woman!—never did, or if she was weary she did not betray it.

Our father was at home more than usual that winter, and Ernest, greatly to his surprise and delight was allowed to commence both Greek and Latin, reciting to father in the study, immediately after tea every evening. Occasionally I used to peep wistfully over his shoulder, as he conned those astonishing declensions and conjugations. but he always shook me off with a decided, lord-of-creation air, and told me that "girls needn't try to learn such things." And often, after Harry and Katy were fast asleep, while Ernest was all absorbed in his lessons, I would sit beside the glowing fire, and wonder why *girls* couldn't learn as well as boys, if they only had a mind to, and would speculate dreamily upon all the other child-puzzling things in this queer world of ours.—Thus the happy days went by.

(TO BE CONTINUED.)

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## ART OF ASKING QUESTIONS.

The art of teaching, in its briefest, and perhaps best definition, is the art of asking questions. It will be found on close inquiry, that the successful teacher difiers from the unsuccessful teacher in nothing more than his ability to ask questions and his mode of questioning.

It has been justly said that in answering a question the mind assumes a position of the intensest activity. Especially is this true if the question itself is of such character and form as to appeal pointedly to the understanding of the respondent. The mind that receives listlessly and without interest an asserted proposition, or assents passively to the truths conveyed in a lecture, is roused at once to strong and independent action when asked its opinion of such proposition or truths. Called upon to speak, the soul at once rallies its powers of thought to measure with an intelligent scrutiny the meaning of the question and to frame the proper reply. To quicken the mind to this state of activity is a main aim in the teacher's work, and is a most essential element in his success.

The best teachers rarely teach by a direct statement of the truth they wish to inculcate, or at least, till they have roused the attention by some pertinent and skillful question. They seek to lead their pupil to inquire for, and discover truths for himself. Such in ancient times, was Socrates' mode of teaching and such must ever be the mode of him who would teach successfully. He who can ask questions rapidly, skillfully, and with energy—brief, plain, pointed questions has in him the main material of the true teacher.

We venture one rule only as to the proper character of questions. They should be short and plain, but never suggest their answer. A shrewd pupil may often guess the answer desired by the tones of the teacher. Let your aim be, in each question, to find out just what the pupil knows, and not to help him through his recitation.

And, finally, do not confine yourself to the questions in the book. This is to make the text book the teacher, and must ever fail to make an earnest, active and intelligent pupil. To the questions in the book he merely *learns* the answer; to your own he *thinks* it.

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## THE OLD SCHOOLMASTER'S STORY.

"When I taught a district school," said he, "I adopted it as a principle to give as few rules to my scholars as possible. I had, however, one standing rule, which was, '*Strive under all circumstances to do right*,' and the text of right, under all circumstances, was the GOLDEN RULE.—'*All things whatsoever ye would that men should do unto you, do ye even so unto them.*"

If an offence was committed, it was my invariable practice to ask, ''was it right?" "Was it as you would be done by?"

All my experience and observation have convinced me that no act of a pupil ought to be regarded as an offence, unless it be when measured by the standard of the Golden Rule. During the last year of my teaching the only tests I ever applied to an act of which it was necessary to judge, were those of the above questions. By this course I gained many important advantages.

In the first place, the plea, "You have not made any rule against it," which for a long time was a terrible burden to me, lost all its power."

In the second place, by keeping constantly before the scholars as a standard of action, the single text of right and wrong as one which they were to apply for themselves. I was enabled to cultivate in them a deep feeling of personal responsibility.

In the third place I got a stronger hold on their feelings, and acquired a new power of cultivating and directing them.

In the fourth place I had the satisfaction of seeing them become more truthful, honest, trustworthy and manly in their intercourse with me, with their friends and with each other.

Once however I was sadly puzzled by an application of the principle, by one of my scholars, George Jones, a large boy, who partly through a false feel-

ing of honor, and partly through a feeling of stubbornness, refused to give me some information. The circumstances were these:

A scholar had played some trick which interrupted the exercises. As was my custom, I called on the one who had done the mischief to come forward. As no one started, I repeated the request, but with no success. Finding that the culprit would not confess his guilt, I asked George if he knew who had committed the offence.

"I did not do it," was the reply.

"But do you know who did?"

"Yes sir."

"Who was it?"

"I do not wish to tell."

"But you must tell; it is my duty to ask and yours to answer me."

"I cannot do it sir," said George, firmly.

"Then you must stop with me after school."

He stopped as requested, but nothing which I could urge would induce him to reveal anything. At last, out of patience with what I believed to be the obstinacy of the boy, I said:

"Well, George, I have borne with you as long as I can, and you must either tell me or be punished."

With a triumphant look, as though conscious that he had cornered me by an application of my favorite rule, he replied. "I can't tell you because it would not be right; the boy would not like to have me tell of him, and I'll do as I'd be done by."

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A few years earlier I should deemed a reply thus given an insult, and should have resented it accordingly; but experience and reflection had taught me the folly of this, and that one of the most important applications of my oft quoted rule was—*to judge of the nature of others as I would wish to have them judge of mine.* Yet, for the moment, I was staggered. His plea was plausible; he might be honest in making it. I did not see in what respect it was fallacious. I felt that it would not do to retreat from my position and suffer the offender to escape, and yet that I should do a great injustice by compelling a boy to do a thing, if he really believed it to be wrong.

After a little pause I said, "Well George, I do not wish you to do anything which is wrong, or which conflicts with your Golden rule. We will leave this for to-night, and perhaps you will alter your mind before to-morrow."

I saw him privately before school, and found him more firm in his refusal than ever. After the devotional exercises of the morning, I began to question the scholars (as was my wont,) on various points of duty, and gradually led the conversation to the Golden Rule.

"Who," I asked, "are the persons to whom, as members of this school, you ought to do as you would be done by? Your parents who support and send you here? your schoolmates who are engaged in the same work with yourselves? the citizens of the town, who by taxing themselves, raise money to pay the expenses of this school? the school committee who take so great an interest in your welfare? your teacher? or the scholar who carelessly or willfully commits some offence against good order?"

A hearty "Yes," was responded to every question.

Then, addressing George, I said, "Yesterday I asked you who had commit-

ted a certain offence? You refused to tell me, because you thought it would not be doing as you would like to be done by. I now wish you to reconsider the subject. On one side are your parents, your schoolmates, the citizens of this town, the school committee and your teacher, all deeply interested in everything affecting the prosperity of this school. On the other side, is the boy who by this act has shown himself ready to injure all these. To which party will you do as you would be done by?"

After a moments pause, he said: "to the first: it was William Brown who did it."

My triumph, or rather the triumph of principle, was complete, and the lesson was as deeply felt by the other members of the school, as by him for whom it was specially designed.—*R. I. Schoolmaster.*

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# Official.

## STATE NORMAL SCHOOL.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Lansing, Michigan, November 30th, 1855.

For the purpose of disseminating more widely a knowledge of the capabilities for usefulness of the State Normal School, located at Ypsilanti, Mich., the Board of Education have authorized and directed the issue of this Circular. The Board would invite attention especially to the proposed changes in the MODEL SCHOOL connected with this institution, which are to take effect from and after the first of January next.

COURSE OF STUDY.—The following scheme exhibits the course of study in the Normal School and the order in which it is pursued. Students will be expected to pass a satisfactory examination in the studies under *Class A.* before entering upon the regular Normal School course, which begins with *Class B.*

*Class A.*—(For examination.)—Mental and Written Arithmetic; Geography and Map Drawing; Orthography; English Grammar; Reading; Penmanship.

*Class B.*—Elementary Algebra; Book-keeping; Physiology; Analysis of the English Sentence; Vocal Music; Drawing.

*Class C.*—Higher Arithmetic; Bourdon, (begun;) Natural Philosophy; Analysis of the English Sentence; Vocal Music.

*Class D.*—Bourdon's Algebra, completed; Botany; Science of Government; Philosophy of History; Natural Theology; Vocal Music.

*Class E.*—Geometry; Chemistry; Elements of Criticism.

*Class F.*—Plane and Spherical Trigonometry; Land Surveying; Geology; Logic; Lectures on the Theory and Practice of Teaching.

CONDITIONS OF ADMISSION.—All pupils on their admission to the Normal School will be expected to sign and file with the Principal a declaration of intention to teach in the Schools of this State, in language as follows:—

"We, the subscribers, do hereby declare that it is our intention to devote ourselves to the business of teaching in the Schools of this State and that our object in resorting to this Normal School, is the better to prepare ourselves for the discharge of this important duty."

Counties are entitled to send three pupils to the State Normal School for each Representative sent by them to the State Legislature, each Representative being entitled to make three appointments. These may be of either sex.

If more pupils than shall be sent in accordance with this provison can at any time be accommodated, they may be admitted at the commencement of any term: *provided* that no more than *one* extra pupil shall be sent from any County while applicants possessing the requisite qualifications from other Counties are unaccommodated: and, *provided* that all unappointed pupils shall sign the same declaration of intention to teach, and shall sustain the same examinations that are required of others, and shall like them, enter the School for not less than one entire term.

The Board of Instruction, under the direction of the Principal, will examine applicants for admission to the Normal School, in relation to moral character, literary qualifications,

and aptness to teach; and those possessing the qualifications usually required of the teachers of primary schools of this State, shall be admitted.

Pupils are not received after the commencement of a term, except those who have been detained by sickness or by actual service as teachers. No matters of business or pleasure can form an admissable excuse for absence from any exercise of the School. Pupils should come prepared to attend every recitation of the term. Those desiring to enter the School are required to present themselves for examination three days before the opening of the term.

EXPENSES.—The Student pays one dollar at the beginning of the summer term, and two dollars at the opening of the winter term, as an entrance fee.

Some of the lower classes are furnished with text-books by the Institution.

Board and rooms can be obtained in the village at reasonable rates.

Many Students hire rooms and furnish their own board, thus reducing their entire expenses to fifty or sixty dollars a year.

TERMS AND VACATIONS.—The winter term commenced on the first Tuesday in October, and will continue twenty-four weeks, closing on the second Friday of March. The summer term will commence on the first Tuesday of April, and will continue sixteen weeks, closing on the third Friday of July.

There will be a vacation of two weeks after the close of the winter term. The exercises of the School are suspended during the winter Holidays.

Teachers' Institutes which are held in different parts of the State, occur during the Spring and Fall vacations, thus giving both Normal Students and members of the Board of Instruction an opportunity of attending them.

DISCIPLINE.—The system and discipline of the Normal School will furnish, it is believed, a model for the Primary Schools of the State. No feature of our educational system requires more attention than this. A School cannot long prosper whose pupils are not submissive to wholesome regulations. In this respect, more than in all others, there is a necessity for reform. The first requisite for success to the teacher, is the ability to sustain a discipline which is strict, impartial, and just. It will be seen, then, that the discipline of the Normal School has a higher object than the mere convenience resulting from perfect order. The teacher can in no way so well learn the art of governing a school, as by studying the operations of a well organized system, and himself yielding implict obedience to salutary laws.

## MODEL SCHOOL.

The Board of Education have taken measures for enlarging and perfecting the Model Department of the Normal School, which has hitherto been open to but a limited number pupils who have received instruction in the elementary branches only.

It is now the intention of the Board to place the Model School upon a basis which, while it shall fully answer the requirements of the law, will, at the same time, furnish a course of instruction equal in extent and thoroughness to that of the best Academies of our country. While this arrangement will better secure the object for which the Model School was established, it will enable students who do not wish to pledge themselves to teach, to enjoy literary advantages not inferior to those of the Normal School.

The following scheme will exhibit in detail the main features of the project:—

The enlarged Model School will continue, as heretofore, under the general supervision of the Principal of the Normal School; but the more immediate charge will be committed to the Principal of the Model School. This appointment has been conferred upon D. P. Mayhew, A. M., late Superintendent of Public Schools, Columbus Ohio, and long known as a successful teacher in Northern New York. Mr. Mayhew will be assisted by an accomplished lady, and by such other competent teachers as will fully meet the wants of the School.

The course of study in the Model School will embrace:—

1st. The Elementary English branches, with Vocal Music and Drawing.

2d. The Higher English branches and the Higher Mathematics, including Mensuration and Land Surveying, with the use of Instruments.

3d. The French and German Languages, and a course in Ancient Classics.

It will be seen that young men intending to prepare for College, and young ladies desiring to pursue an advanced conrse, will find in the Model School, as in the State Normal School, equal facilities for study.

TERMS AND VACATIONS.—The enlarged Model School will be open on the 2d of January, and will continue in session until the close of the regular winter term of the Normal School, making the first fractional term of eleven weeks. The terms and vacations will thereafter be the same as those of the Normal School heretofore noticed.

TUITION.—The following rates of tution will be charged in the Model School, payable on admission:—

Elementary branches, with Vocal Music and Drawing, Winter term, $6, Summer do. $4

Higher English studies and Higher Mathematics, with

Mensuration and Surveying, - - - Winter term, $9. Summer do. $6
Ancient Languages, with French or German, or any of
the above mentioned studies, Winter term, 12. Summer do. $8.

Charges for the fractional term will be in proportion to the above rates.

The Model School will occupy all the first floor of the Normal School Building. This floor, with one large session room and five recitation rooms, will furnish ample accommodation for two hundred students.

Students can be accommodated in respectable families of the village on reasonable terms. Many pupils of the Normal School hire rooms and furnish their own board, thus reducing their expenses to fifty or sixty dollars a year.

Those wishing to enter the Model School should apply before the second of January. Applications to be made either personally, or by letter to J. M. B. Sill, Secretary of the Faculty.

## STATE TEACHERS' INSTITUTES.

A series of State Teachers' Institutes, each to continue in session for a period of not less than ten working days will be held in different parts of the State, during the months of March and April, at points hereafter to be designated. In locatiag these Institutes reference will be had both to the facilities that may be offered at points where it shall be desirable to conduct them, and to the best accommodation of teachers through the State at large, who may desire to attend them.

A second series of Institutes will be held during the months of September and October. Of the times and places of holding these Institutes due notice will be given, both by circular hereafter to be issued, and through the Journal of Education.

The concluding Institute of each series will be held at Ypsilanti, at the commencement of the Normal School term.

As all these Institutes will be held during the customary vacations in the Primary Schools of the State, it is hoped that teachers generally will make their arrangements to attend some of them, and that district officers and citizens generally will afford their teachers all practicable facilities for so doing.

## NORMAL INSTITUTES.

Two Normal Institutes will be held during the year at the Normal School Building, The first of these Institutes will commence on Monday the 31st of March, and will continue in session two weeks. The second will commence on Monday, the 29th of September, and continue in session four weeks. The course of instruction at the latter of these Institutes will be more extended, and more thorough, than is practicable in the case of those whose term of session is more brief.

By order of the Board of Education.

IRA MAYHEW,
*Secretary of the Board of Education, and Superintendent of Public Instruction*

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# Youths' Department.

## TALES OF HISTORY—NO. I.

It was the afternoon hour of "general exercises" in the academy, an hour when Mr. Adams was accustomed to give his pupils, through the medium of familiar lectures, some knowledge of those branches of learning of which it was desirable that they should know something, but which he felt unwilling to introduce into the regular course, lest they should crowd out the severer disciplinary studies. He had just concluded a course of such lectures on Physiology, and this afternoon a committee of the boys and girls had waited on him at recess, and asked him in the name of the school to talk to them about history. So when the tap of the bell had summoned the whole school into his room and all books were closed, he thus began:

I do not wonder, my dear pupils, that you wish to know what was done on

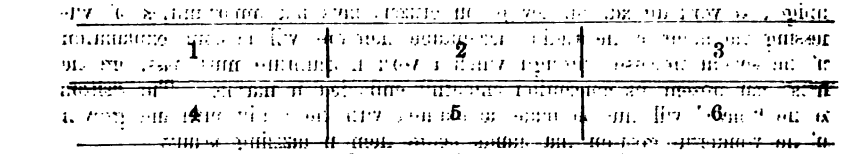
the Earth in those old past ages that are now almost forgotten. The world was not always as it is now, filled with people and dotted with great cities and human habitations. Once it was all solitary. No man lived in any land. The birds sang in the woods but nobody heard them; the sun arose and set but no one was there to see the light, or sleep in the darkness. Then one man was made and placed alone on the earth. He had no house nor clothing, but the world was beautiful and new. Flowers and fruits were plenty, and he walked about and ate as he pleased. But he was alone; in the whole wide world there was no other man to whom he could talk. The birds and beasts and fish were the only living things he saw: unless in that old time the angels might perhaps come down and visit him.

Soon God made him a wife and then a family began. The story of this first man and his wife you will find in the Bible. Years passed away and their children grew up and had families, and men began to be numerous. Some moved to one country and some to another, and in time there came to be nations; some strong and powerful, and some small and ignorant. And thus it has been till to-day, only sometimes the strong nations have grown weak, and sometimes have ceased to exist, while feebler and newer nations have sprung up in their places and become strong and great. Generally these changes have been made under the lead of some man who surpassed all his fellow men in courage and wisdom. Great warriors have occasionally been born, along through these thousands of years, who have collected vast armies of men around them and have swept over large portions of the earth as if in a fury to fight and kill all who opposed them. Sometimes splendid orators and sweet poets and noble wise men and scholars have arisen and made their countrymen wiser and better; and sometimes God has sent great Prophets to tell the world of their sins and to persuade them to love and worship the true God rather than idols. Indeed through all these many centuries, as we shall see, God has been busy doing something on the earth, something that is not yet all done, and which, when it is done, will be found the thing for which He made us all. History tells all these things and teaches the causes of these changes among men.

Much of the history of the oldest nations is forgotten and lost, but lately some of their old cities have been discovered, and learned men are busy trying to find out more about them. Still a great deal more is known than I shall be able to tell you in these talks, and I hope you will feel an interest that will lead many of you at least to read the books that have been written on history.

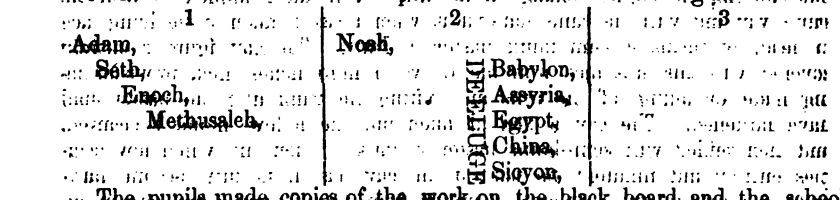
It will be important for you to remember the time when different nations lived, and the places where they resided. For the latter purpose you must bring your maps with you when I am to talk to you, and always when you read history have before you a map of the country whose history you are reading. As it is difficult for most persons to remember dates, I shall contrive a way to help you.

It is not known how old the world is, nor how long since that first man lived here. Some suppose that he was created about 5860 years ago, but learned men think it was more than a thousand years earlier than that. As our English histories, however, take the former date, I shall use that one. Now if we divide this long black board in six compartments thus:




and let each one represent the space of a 1000 years, then we may embrace within them the whole long history of the human race; the upper spaces representing the first three thousands and the lower one, the last three. In the first space we shall have no nations. It was all before the great flood which swept away all mankind and their works, except Noah and the Ark. In this thousand years, many men lived and had arts and sciences, and perhaps there was great empires and cities. They all however spoke the same language and lived to wonderful ages. It was not uncommon to see men walking about 500 or 600 years old; and one man, Methusaleh, lived nearly a thousand years. But though we know nothing of the nations of that old world time, we are told in God's word of some remarkable men who lived in this first thousand years, and their names may be written in this first space, viz.: Adam, Seth, Enoch, Methusaleh. Adam lacked only 70 years of living through this whole period.

In the next period we write Noah's name, and a little after the middle of the period, the Deluge, which occurred in the 656th year of this 1000. The flood lies like a great impassable ocean between us and the history of those old men who lived before it, and whom we call Antediluvians, or before the flood men. One family only came over this ocean, that of the righteous Noah. Again the earth was almost naked of men. Eight people comprised all its inhabitants; but they increased rapidly and before this second 1000 years were gone, there were at least four great empires begun—viz.: Assyria, Babylon, Egypt and China. Perhaps there were others, and indeed many believe that Greece was settled, and that Sicyon, one of their old cities, was built. But as our time is up, and as I wish to tell you more of these nations, we will write their names in this period and wait till we meet again:




The pupils made copies of the work on the black board and the school passed to its regular exercises.

## HOW STATUES ARE MADE—THE GREEK SLAVE.

George H. Calvert, through the Literary World, gives the following interesting account of the process of manufacturing statues, in a notice of Powers' "Greek Slave."

The Greek Slave is the second ideal work of the American Soulptor, Hiram Powers—the Eve being his first. The clay model was begun and finished in the summer and autumn of 1842. American sculptors having heen hitherto

obliged to work abroad, but few of our citizens have had opportunities of witnessing the labors of the studio; acceptable therefore, will be some explanation of the several processes through which a work in sculpture must pass, ere the artist can present his conception smoothly embodied in marble. The visitors to the "Slave" will thus be made acquainted with the bodily birth and growth of the wonderful creation that stands before them in dazzling beauty.

The conception being matured in the artist's mind, the first step in the process of giving form to it, is to erect, on a firm pedestal, a skeleton of iron, whose height, breadth, and limbs, are determined by the size and shape of the proposed statue. In this case it would be above five feet high, with branches, first at the shoulders, running down forward for the arms, then at the hip, to support the large mass of clay in the trunk, and thence divided in two for the legs. About this strong simple frame is now roughly built, with wet clay, the predetermined image. Rapidly is this moulded into an approximation to the human form, and when the trunk, head, and limbs have been definitely shaped, then begins the close labor of the mind. The living models are summoned, and by their aid the surface is wrought to its last stage of finish. With these breathing figures before him, and through his precise knowledge of the form and expression of every part of the human body, obtained from the study of nature and his own deep artistic intuitions, the clay under his hand gradually grew into life, as it assumed the elastic, vital look, which no mere anatomical knowledge or craft can give, but which is imparted by the genial sympathy with nature's living forms in alliance with a warm sensibility to the beautiful, qualities which crown and render effectual the other less elevated endowments for art. Thus by the most minute manual labor, directed by those high and refined mental gifts, the clay model of the "Slave" was wrought out; and here the artist's work ended; the creation was complete. The processes whereby it was now to be transferred to marble, though of a delicate, difficult kind, and requiring labor and time, are purely mechanical, and are performed, under the artist's direction, by uninspired hands.

In order that the soft clay image be transformed into a harder substance without suffering the slightest change in its surface, a mould is applied to it, in the same way and with the same material as when a cast is taken of the living face or head, by means of semi-liquid plaster of Paris. The clay figure is entirely covered with this substance from one to two or more inches thick, provision being made for taking off the arms and spliting the trunk after the plaster shall have hardened. The clay is then all taken out, the hollow mould is cleansed, and then refilled with semi-liquid plaster of Paris. When this, which now occupies entirely and minutely the place of the clay, has in its turn become hardened, the outside crust of plaster is broken from it, and then is laid bare an exact fac simile of the original clay figure in hard, smooth plaster of Paris, capable of bearing the usage of the studio, and of receiving the many marks that are to guide the marble-cutters, whose work now begins.

First comes the blocker out, with his heavy mallet and coarse chisel, under whose rough blows the white block soon begins to grow into a rude likeness of humanity. Then a finer workman, who loosens more of the folds that overlay the beaming image that the artist is bent on disclosing from the centre of the marble. And finally, the artist himself, or, as in this case, a refined worker, schooled under the eye of Powers, gives the finishing touches, reproducing,

with unsurpassed accuracy, in the trasparent, pure marble, everv swell and indentation, and minutest curve, all the countless delicacies of detail, the which, combined with and forming grand sweeping lines, characterize the original as moulded by Powers' hand.

# Editor's Table.

A happy New Year to our readers one and all! May wisdom lend you her pleasant light, and Heaven crown with success your efforts to do good to mankind.

—— The State Teachers' Association held its semi-annual meeting at Jackson the 26th and 27th ult. The attendance was small, owing to the inclemency of the weather, but the spirit was earnest and even enthusiastic. The proceedings will appear in our next.

—— We send the present number to many prominent teachers and known friends of Education who are not yet subscribers, hoping they will examine and subscribe. It is but a dollar. Reflect a moment; can you not spare that amount to aid a great and noble cause. We are laboring to drive ignorance from the land, and shed the blessings of education and sound learning over the entire State. If after reflection you must refuse us, will you be kind enough to re-mail the Journal to "The Michigan Journal of Education, Detroit."

Prize Essays.—The prize tale which is begun in this number is the only prize which has yet been awarded. There were but two competitors for the prize; the other tale is at the disposal of the author. One Poem was received, but the committee refuse to recommend it for publication. Several essays on the aims and methods of Education, are in the hands of another committee, who have not yet reported their decision.

"Honor to Whom Honor is Due."—The beautiful story entitled, "Not ashamed of Ridicule," which we published last August, crediting it to *Moore's Rural New Yorker*, the paper from which we copied it, originally appeared in Sargent's Standard *Fourth Reader*, and was from the gifted pen of Epes Sargent himself. The beautiful lesson of that story has caused it to be widely copied. This reminds us that in a late number of the same excellent *Rural New Yorker*, an article of our own, entitled "Do it yourself, Boys" was credited to our Connecticut cotemporary.

—— We are indebted to friends in Ohio and Masschusetts for School Reports of the past year.

Wanted.—We want a few copies of the Journal for March, April and June, of 1855. We will pay 10 cents a copy, or allow the same on new subscription. Any friend who does not wish to retain them for binding, will confer a great favor by forwarding us the copies designated directed to "Michigan Journal of Education, Detroit."

Several Agents wanted to canvas for the Journal, to whom liberal rates will be allowed.

Prof. D. P. Mayhew, late Superintendent of Public Schools in Columbus, Ohio, has been elected Principal of the new Model School connected with our State Normal School. We welcome Prof. Mayhew, to the state with great pleasure.

He is no light acquision to the educational corps of Michigan.

T.C. Abbott A. B., late of Mass., has charge of the Union School at Berrien.

C. Fitzroy Bellows, a graduate of the Normal School, has charge of the Union School at Constantine.

Several graduates of the Michigan University have entered the teachers' ranks.

Edwin Willets, A. B., has charge of the High School Department of the Adrian Schools.

—— Clark, A. B. has established a flourishing select school at Clinton.

A. Marsh, A. B., is assistant teacher in the Marshall Union School.

A. L. Bingham, late of Mt. Clemens, has become Principal of the Union School at East Saginaw.

R. W. Chilson, formerly Principal of Sixth Ward School, in this city, has established an academy at Bellville, Wayne County.

# Literary Notices.

CASTE: A STORY OF REPUBLICAN EQUALITY. *By Sidney A. Story, Jr.*: Phillips, Sampson & Co., Boston.

A story of thrilling interest and power. But it is rather as a sermon for the times than as a story that this book is to be judged. Its aim is to expose and condemn that unjust and tyrannical prejudice against the negro race so strong in this country both North and South, and which hangs as a millstone upon all efforts to abolish negro servitude in this land. We cannot but think that the author has exaggerated this prejudice as to the most of us, and that the events of the tale are therefore a little improbable; but he has dealt against it, wherever it does exist a blow of crushing power. We thank him for the noble views of christianity and personal religion with which the book abounds.

For sale at Kerr, Morley & Co.'s.

FRENCH TRANSLATION—SELF-TAUGHT. *By Prof. G. H. Talbot.*

Messrs. Morse & Selleck, Jefferson Avenue, Detroit, have issued a new edition of this text book. It has received high commendations, and will well repay the examination of teachers. It teaches French on an entirely new plan, putting the pupil at once to the business of translation, and giving him at first abundant aid which is gradually withheld as he advances. The lessons are well graded.

FRENCH INSTRUCTOR. *By S. P. Andrews and George Bachelor.* D. Appleton & Co. N.Y.

Mr Andrews, the chief author of this new book of the French language, boldly questions the Olendorf method of teaching, which has been so popular for a few years past, and proposes a new method embracing the science of the old grammars and the practical methods of the new. A cursory examination of his book has impressed us with a much more favorable idea of his book than we are wont to have of most of the new books we see. The explanations and rules seem much plainer than those usually met with and the book as a whole will attract favorable attention.

PUTNAM'S MONTHLY.—With the January number this noble American Magazine begins its Seventh Volume. Though we have not been a constant reader of Putnam hitherto, we have frequently looked into its pages and have ever yielded our hearty assent to the universal voice of commendation we have heard around us. The articles in this January number have the ring of true metal in them, and offer a noble promise of the volume yet to be read. The leading article on Shakspeare and his plays will create no little sensation. Whoever wants a Magazine which unites literary merit of the highest style with sound sense and just criticism, we commend them to *Putnam*. Published by Dix & Edwards, N. York. Price, $3.

HARPER'S MONTHLY.—The immense circulation of this Magazine is the best proof of its popularity. It is too well known to need description. As an exponent of the current literature of the world it is unsurpassed. In the January number is begun a new story by Dickens, entitled "Little Dorit." We read no magazine with more interest than this. Its Editor's Table and monthly record of current events are well worth the price of the whole volume. Terms, $3 per year.

THE MICHIGAN FARMER.—This is one of the oldest and best agricultural papers in the land. Every farmer in the state should have it and read it. Terms $1 per annum. Address Michigan Farmer, Detroit.

Several notices prepared for this No. have been crowded out, and will appear in our next.

# MICHIGAN JOURNAL OF EDUCATION,
## AND TEACHERS' MAGAZINE.

VOL. III. FEBRUARY.. NO. II.

## STATE TEACHERS' ASSOCIATION.

JACKSON, December 26, 1855.

The semi-annual meeting of the Association was opened according to call of Executive Committee, on Wednesday the 26th of December, in the Chapel of the Jackson Union School. The President, J. Eastabrook, occupied the chair.

There being a vacancy in the office of Recording Secretary, occasioned by the resignation of Prof. Dunlap, Geo. K. Newcombe, of Oakland county was elected to that office.

The minutes of the annual meeting were then read and ordered amended in certain particulars.

At 3 o'clock the afternoon session was opened, with devotional exercises by Rev. Prof. Nutting, and the reading of the minutes of the morning session.

The subject of a "Plan for the study of the English Classics in Schools" was then taken up for consideration.

The chairman of the committee appointed to report on this subject presented his excuse for not bringing it before the Association in a suitable report. At his request, the committee was discharged.

Prof. Welch presented a long and interesting report of a plan for the study of English classics in the schools. The report was oral, and but a slight sketch of it can be given. He would not recommend the study of Rhetoric as preliminary. The study of Rhetoric as now pursued, does not prepare the pupil for the study of the English classics. Besides the most of pupils are unwilling to take so long a course. Not more than ten would be found in a school of 300 who are prepared to study it profitably. He thought any of our Principals of Union Schools, could get up a short course of familiar lectures, embracing the laws of criticism, and could take their classes through a critical course of reading, embracing, perhaps, a book of Paradise Lost, a play of Shakspeare, &c., thus giving the pupil a taste for the great masters of the English tongue. As an illustration of the plan of such lectures, he said almost all that was desirable in regard to rules, for style may be embraced in the word "Economy"—economy of words; and this embraced 1st. economy in choice of words; and 2d economy in arrangement. By economy of words he meant not merely the fewest words, but the best chosen ones.

We have always to spend a portion of our mental force in getting the meaning of a sentence, and the more we expend in this way, the less we have to devote to the thought itself. Short words therefore are more "economical" than long ones. Thus the word *stir* strikes the mind with more force than *commotion*. Hence it happens that the Saxon element is the strongest element in

in our language simply because Saxon words are short. He quoted several passages to show that this economy of words was the basis of their force. Sometimes economy requires the choice of long words when we wish to give clearness rather than force.

Economy in arrangement requires that the words shall stand in such order as to allow the mind to gather the meaning as it goes along without returning to preceding words. Thus qualifying terms should precede the words they qualify. The Professor illustrated this rule at considerable length, and in a very happy manner. He also adverted briefly to other laws, and thought the whole subject might be embraced in about twenty-four rules or laws of Rhetoric. At the conclusion of the report there sprang up a warm and interesting debate, which lasted till the lights were brought in. It was participated in by Profs. Welch and Nutting, Messrs. Gregory, Putnam and others.

At seven o'clock, the evening session was opened, and Prof. Putnam presented the subject of expression, natural and artificial, with illustrations in both.

After the conclusion of his address, the Association proceeded to business.

Remarks were made by Prof. Welch and Mr. Gregory on the means of increasing the interest in the meetings of the Association.

On motion of Mr. B. B. Northrop, the Secretary was instructed to purchase a suitable book for the records of the Association, and files for its correspondence.

On motion of Mr. Gregory, it was made the order for the first hour of the morning session, after disposing of the report on English Classics, to consider the "Interests of the Association;" the report on the "Supervision of Schools," to follow.

The usual evening hours being now spent, the Association took a recess of five minutes to allow the audience to retire, and then resumed business.

The subject of "The Interests of the Association" was first taken up, and, after considerable interlocutory discussion, several measures adopted.

On motion, a committee was appointed to negotiate arrangements with Rail-road Companies for free return tickets to persons passing over their roads to Teachers' Associations.

The committee was made to consist of Prof. A. S. Welch, Hon. Ira Mahew, Prof. F. Hubbard, Prof. J. Estabrook and Prof. E. O. Haven.

A committee was appointed, on motion of Prof. Welch, to prepare and address a circular to the teachers of the State, calling upon them for more general and united action in the cause of Education.

The committee was filled up with Profs. J. R. Boise, J. Estabrook, E. L. Ripley, J. M. Gregory and A. S. Welch.

Messrs. Bradford Smith, S. M. Cutcheon and Geo. K. Newcombe were made a committee to recommend time, place and topics for the next meeting of the Association. Mr. Smith subsequently was excused at his request, from serving on this committee, and Prof. Welch was appointed in his place.

A committe was also appointed to report a plan for securing the organization of County Associations.

It was filled up with J. M. Gregory Prof. E. L. Ripley, and Mr. Bottsford.

It being now nearly eleven o'clock, the Association adjourned to nine o'clock Thursday morning.

The morning session of Thursday, the 27th, was opened with reading of Scripture and prayer by Rev. J. M. Gregory.

The minutes of the previous day were read and approved.

Prof. Nutting moved that the subject of English Classics be referred to a committee, to report at the next meeting.

The motion prevailed, and Profs. Nutting, A. S. Welch, and Gregory were made the committee.

The subject assigned to the first hour of this session having received sufficient consideration during the protracted evening session of the day before, the Association passed to that of "Supervision of Schools."

A report on this subject was received from the committee appointed at the annual meeting, through its chairman, J. M. Gregory. The report reviewed the insufficiency of the present system of Common School Supervision, and and advocated the system of county superintendents. In accordance with their instructions, the committee had prepared a memorial to the State Legislature, asking for the establishment of that office. The report was accepted, and an earnest and able discussion followed, in which many interesting facts were brought out. Among the speakers were Profs. Nutting and Welch, President Mahan, formerly of Oberlin, Messrs. Putnam and Gregory, Mr. Littlefield of Grand Rapids, Prof. Tenney, of Marshall, and Mr. Bottsford, of Hillsdale Co.

The subject was recommitted and the committee enlarged. It now consists of J. M. Gregory, Profs. Boise, and Welch, Levi Bishop, Esq., and Bradford Smith.

On motion of Prof. Ripley, Rev. Prof. Mahan and Rev. Mr. Crawford were elected honorary members of the Association.

The Association adjourned to two o'clock, P. M.

The afternoon session being opened, the committee on "Time, Place and Topics for the next meeting" reported, through their chairman, Prof. Welch.

The report recommended, for the Time, the 1st Tuesday Evening in August, closing on Thursday Evening;—for the Place, Battle Creek;—and certain Topics.

The report was accepted.

On motion of Mr. Gregory, so much of the report as relates to the time and place of meeting was referred to the Executive Committee. On motion of Mr. Littlefield the several topics were referred to committees of three each. They were appointed by nomination as follows:

For 1st Topic—"Relations of Teachers to School Boards,"—Prof. Hinsdale, Miss Whittemore and Prof. Tenny.

For 2d Topic,—"The System of "Boarding Round,"—Rev. Dr. and Mrs. Stone, and Miss H. N. Cutcheon.

For 3d Topic—"Reflexive Effect of School Labors on Health and Character,—J. M. Gregory, Miss M. Rockwell and Bradford Smith.

For 4th Topic,—"Means of Rendering School Buildings and Grounds Attractive,"—Prof. E. L. Ripley, Miss Clayton and Mr. A. A. Henderson.

For 5th Topic,—"Necessity in our school training of a more careful cultivation of the Sensibilities,"—Profs. Tenney, Pierce and Hubbard

On nomination of Prof. A Winchell, E. W. Cheesbro and M. B. Beals, were made a committee of report on the "Study of the Natural Sciences."

The committee appointed at the annual meeting, to report on the subject of

Union Schools not being present, or having presented any report, were, on motion continued. with instructions to report at the next meeting of the of the Association.

It was then moved that all committees which had failed to report in accordance with their instructions be continued, with like instructions. This was opposed by Mr. Newcomb, on account of establishing a precedent for lax discipline, but finally prevailed.

Prof. Ripley moved that a committee be appointed to report on the "Best methods of Primary instruction."

This motion was carried, and the committee made to consist of Prof. D. P. Mayhew, Prof. E. O. Haven, and Miss Cutcheon.

The committee on the "Plan for securing the organization of County Associations," presented a report by Mr. Bottsford.

The report was accepted, and, after some discussion, amended and adopted.

Mr. Newcomb introduced, with some brief remarks, the following resolution:

*Resolved*, that our Journal of Education, is our confidence and our pride,—and that, regarding it as the great *sine qua non* of the Michigan teacher, we kindly, but strenuously urge every teacher in the state, to make it his counsellor and his friend."

The resolution was unanimously adopted.

Prof. Tenny moved that a committee of three be appointed to prepare a "Revision of the Laws affecting the government of Union schools." On nomination. Hon. Levi Bishop, E. C. Walker Esq., and S. L. Withey Esq, were made such committee.

On motion of Mr. Newcomb, E. C. Walker and S. L. Withey Esqs., were elected honorary members of the Association.

Mr. Gregory then offered the following resolution:

"*Resolved*, that we have heard with much pleasure, that the American Association for the promotion of Education, have accepted an invitation to hold their next meeting within the borders of our state, and that we hereby pledge our hearty efforts as an Association, to make their meeting here pleasant and profitable."

Rev. Dr. Mahan then addressed the Association briefly on the necessity, in the instruction of youth, of imparting clear and definite conceptions of things.

On motion, the thanks of the Association were tendered to the Rev. Dr. for his remarks.

The customary resolutions of thanks to the citizens of the town, were then offered by Mr. Bottsford, and adopted.

On motion of Prof. Hubbard, the subject of "Uniformity of school Terms and Vacations," was referred to the Executive Committee.

The business of the Association having been then all disposed of, the Association adjourned without day, leaving on every mind, deeply felt impressions of the solemn trust committed to teachers, and the firm purpose to so discharge that trust as to meet the approbation of its Great Author.

GEO. K. NEWCOMBE, Recording Secretary.

"The man who has a fixed purpose in life to which he devotes his powers, is invulnerable. Like the rock in the sea, it splits the troubles of life, and they eddy round him in idle foam. SIDNEY SMITH.

## THE FOUR STUDENTS—A TALE OF MOTIVES.

*Continued from page 7.*

Frederick and Francis in due time, proceeded to their schools,—the former animated with an ambition which the world calls *generous*, not reflecting that a feeling that is the very quintessence of selfishness, can never be generous—an ambition to win for himself a high and honorable name among men, and to work out, perhaps, some splendid good for mankind;—the latter to fill up his days with usefulness, little recking what the rewards might be. It was the *work* and not the *wages*, that occupied his thoughts.

Leaving them on their way, we turn our notice to two classmates of theirs.—Alfred Jones had sprung from a poor but proud family, of decayed fortunes who had learned to dread poverty as the greatest of evils, and to worship wealth as the supreme good of life. Impelled by the hope of finding a shorter and surer road to riches through one of the learned professions, he had gone to college, and aided by naturally fine talents he had graduated with high honor.—For a while the refining and softening influence of letters, had lifted him, not above the worship of wealth, but into a position where his soul caught dim glimpses of other good than that which is represented by gold,and of other aim than that selfish one of getting rich, and he promised himself that in some future time, he would write his name among the world's benefactors, and would turn his energies, released from business,to the acquisition of knowledge, and to the enjoyment of social and spiritual life. He did not reflect that *he who dares not be poor,dares not be honest*,and so all unheeding,he opened his heart to that sinful influence,whose blight has fallen upon so many a soul, indurating all that was tender and gentle, bending all that was upright, and casting it forth, at last, robbed of all those wondrous sensibilities on which, as on harp strings, all the harmonies of human life are produced.

He, too, like his classmates tried teaching for a few months, and his practical cast of mind, and active habits, gave promise of much usefulness and even eminence in the profession; but he dared not brave public opinion, as every true teacher must sometimes do, so long as public opinion remains unenlightened in relation to the true aims and processes of education. Fearing to lose his place, he sought to humor rather than conquer the prejudices and false wishes of his patrons,and succeeded for a time in flattering down the unreasonable and often pernicious requirements of parents who wished him to make Solons of wisdom of boys who had never been taught habits of application,and who were excused from school on every slight occasion,and of others who wished their children to be led up the steeps of science without the trouble of taking the steps. Some

wanted their children driven through the hardest and longest course of study' as by main strength, while others must have every pill of knowledge sugar-coated.

To all, Alfred made fair promises, foregoing his own judgment in hopes to meet the wishes, and purchase the gratitude of his employers. But finally the hour of retribution came, as it rarely fails to come to the time-server. He had bent his neck beneath their feet, and in very wantonness of power they trod upon him. He who silences children, either infants or adults, with sugar plums, will generally find a plenty to silence. Complaints finally burst forth, beyond his control, and Alfred was coolly informed that his services were not wanted another term.

Leaving the school-room, he at once entered upon the study of law, and in due time was admitted to practice.

But here still the curse of an unholy aim was upon him. He was too highly educated to allow him to stoop to the base expedients, to which more ignorant and less refined lawyers sometimes resort, to gain business, but his speciously excused bendings from the strictest uprightness wrought only a deeper ruin in his soul, just as a lofty tree is injured more by being bent to the ground, than the mean shrub. The love of gain led him often to undertake causes which his clear judgment told him were unjust, if not fraudulent, but he excused himself with the plea that both sides must be advocated to secure justice.

Gradually his mind came to regard the principles of law as keen weapons of war, which any one might use who chose, and whose power depended on the skill of him who wielded them—a conclusion fatal to all true greatness in a jurist.

One day while attending the session of a court, at which Francis Walter's patron, Judge Williams, presided, Alfred met the Judge alone in the parlor of the hotel where both were staying. After the common courtesies had passed, both sat for some time engaged apparently in thought, till the venerable Judge, fixing a keen but benignant look upon the young attorney, said, "Mr. Jones, your old classmate, Mr. Walters has spoken to me of you, in such a way that I feel interested in your career, and should be glad to aid you, by some advice, at least."

Alfred politely thanked him for his kindness and remained silent. Youthful ambition often confesses with enthusiasm its plans, but avarice is always silent and secret, even in the young, as if it were aware of its detestable meanness. It hides its plans as it hides its gold, and would fain conceal itself, even from the eye of him in whose breast it dwells.

"I have observed you for some time," continued Judge W., "and have heard

what men say of your prudence and prosperity. The experience of many years has made me see things differently from the view the world usually takes, and, sir, I cannot congratulate you as others are doing. I see hanging over you, a danger which has destroyed many men whom I have known, and which is all the more fearful, because very common.

"I am now an old man, Mr. Jones, and you will allow me to speak with an old man's plainness of speech. I cannot praise that prudence which other men admire in you, and which seems even to yourself a matter of self-gratulation.—True prudence looks to all interests, spiritual as well as material, and that does not deserve the name which has regard only to the saving of money. The love of gain, my young friend, is already eating out all your heartiness. It forbids you to be in earnest in any thing except in the one aim of getting property.—You feel that you must keep calm and indifferent in order to win. Do you not perceive that this *want of earnestness* is also *want of honesty*, since life's real aims inspire and demand earnestness? and do you not see, too, how this sacrifice of earnestness, is the sacrifice of both power and happiness, since the energies of our manhood will only come forth in their full strength at the call of an earnest spirit, and the enjoyment that is not earnest is not enjoyment, but mockery and misery?"

"I have never felt myself, sir, in danger of becoming a miser," replied Alfred, with an air of offended pride, held in check by his awe of his companion.—"I seek only to secure a competency, which I am sure you will admit to be the part of common prudence."

"Aye, Alfred," replied the Judge, speaking in kind, familiar tones, "Do not understand me to advocate improvidence, nor to deny the duty of laying by from one's legitimate income, when permitted so to do, against the rainy day; but look more narrowly into your heart and see if the thirst for riches for their own sake, is not hiding itself there under this guise of prudence. Avarice, like, Sinbad's Old Man of the Sea, only asks us, at first, to carry it till it can pluck certain convenient ripe fruit; but when it is once fairly astride our neck, it never leaves us by night or by day, till it has strangled all the spiritual life within us. No amount of acquisition will content it, and the competency you aim at will always recede as you approach, till your life itself, will be turned into a wild and insane chase of phantoms."

"But, sir," said Alfred, thoughtfully, "how is it possible to do business successfully in this active age, without imbibing more or less of its money-making spirit? The competition is so great, the spirit of enterprise so rife, that unless one throws himself into business with his whole heart he will almost certainly fail."

"We can avoid the tyrranny of low and mean aims only by placing ourselves under the control of higher ones. The love of God and all good, is the sole antidote for the love of gold. But it will be found a valuable safeguard to settle firmly in your mind what is the real value of riches; for, believe the word of an old man, Alfred, this value is greatly overrated. It promises a feeling of independence; but it never gives it; it cannot. It promises security from want; but even this it fails to afford, while the fear of loss which it never fails to bring, is far more cruel than the fear of want, from which it falsely promises to deliver us. It promises social position and influence; but it only condemns us to a miserable circle of those who hide under a false glitter and parade, a deep hollowness of heart, and holds us with an iron grasp to our own set, under penalty of losing caste, while it maliciously lifts the vail and shows us that true friendship has left our side, to give place to those who follow us, as eagles follow an army, to fatten on our spoils.

"Besides all this, Alfred, the care of wealth is the most terrible slavery this dark world yet knows, and the chains are all the heavier because made of gold. Be assured, in seeking riches as a good, you chase a phantom which will fade in your embrace, and leave you poor and hopeless in the midst of treasures you cannot use. You remember how Midas turned his food to gold and then perished of starvation. Many a soul has proved the truth of this old fable, and in grasping the prize of successful business, has encountered the terrible second death—the death of the soul.

"Does not *miser* mean wretched, and the word is well chosen. And can an aim whose end is *misery*, ever give aught else but disappointment and distress in its progress? There is an awful and significant truth, even in its application to this world, in our Savior's words, how hardly shall they who have riches enter into the kingdom of Heaven. Even the little of heaven that sin has left on earth is shut and barred against him whose soul has fallen into the grasp of this love of gain."

The old man's tones grew earnest as he proceeded, urging his young hearer, by many a well put argument, to embrace a nobler and christian aim, and warning him of the terrible doom of the miser. A perplexed and troubled feeling sat on Alfred's heart, and he felt a shadowy hand above him ready to grasp his soul. Will he escape its fatal clutch?

*To be continued.*

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True; it is most painful not to meet the kindness and affections you feel you have deserved and have a right to expect, from others: but it is a mistake to complain of it, for it is of no use; you cannot extort friendship with a cocked pistol.—*Sidney Smith.*

## IS WEBSTER'S DICTIONARY PREFERABLE TO WORCESTER'S?

Mr. EDITOR: I recollect some time ago to have taken up a number of the New York Tribune, and to have found an article on Eastern affairs, the leading argument of which went to show that Sebastopol could never be taken by the allies. Though I by no means sympathised with the editor of the Tribune in his opinions on the Eastern Question, his argument in this case seemed very able and conclusive. Turning to another page of the same paper, the firs thing that met my eye was the following telegraphic dispatch, "Sebastopol taken by the allies!" Here then I had two things, the elaborate argument and the telegraphic dispatch.

I was forcibly reminded of this in reading the December number of your Journal. First, I met with a brilliant article from the pen of Dr. Haven, presenting in very emphatic terms, the superiority of Webster's Dictionary over every other Dictionary of the English language; and implying that such is the common opinion of American scholars. Turning over a few pages, I came to an advertisement from the publishers of Dr. Worcester's Dictionaries. This advertisement contained letters highly commendatory of Worcester's Dictionaries from Judge McLean, Edward Everett, Washington Irving, Wm. H. Prescott, Francis Bowen, Pres't Nott, Pres't Quincy, Pres't Stearns, Pres't Hitchcock and others. Here then I had on the one hand the statement of Dr. Haven to the effect that the verdict of American scholars is already pronounced in favor of Webster, and on the other, the verdict of the foremost literary men in our country in favor of Worcester!

Let any one who has kept the run of this controversy decide for himself, whether I have been guilty of exaggeration in what I have said of the opinions of the learned respecting the merits of Dr. Worcester.

The letters from the above mentioned distinguished men were all printed with *the dates*—a circumstance of no small importance, and something which the publishers of Webster's Dictionaries, for very obvious reasons, often omit in their advertisements.*

* NOTE.—I was struck with the importance of knowing the dates, in reading the Journal for January, 1856. In an advertisement of Webster's Dictionaries, there appears a long series of recommendations from distinguished men. If I counted rightly, the first advertisement contains testimonials, all highly commendatory of Webster, from *forty-nine* eminent men, and of these *forty-nine* testimonials, the dates are annexed to only *three*. Of these three dates, the most recent was June, 1851!

Another point struck me forcibly. Several of the testimonials were from men who are now known to prefer Worcester to Webster. I will give one example. The following letter appears from President Hitchcock:

"I have been in the habit of using Dr. Webster's Dictionary for several years past, in preference to all others, because it far excels them all, so far as I know, in giving and defining scientific terms."

Notice that this letter is without date. On Oct. 3, 1855, Pres't Hitchcock wrote as follows:

All of the testimonials to which I have referred have been written within the last six months. The list of distinguished names might be very greatly extended by taking in a longer period. Indeed I have come to the deliberate conclusion, after having patiently read all which the industrious publishers have sent forth to the world on both sides of this question, that an overwhelming majority, I think two to one of the scholars of our country decidedly prefer Worcester's to Webster's Dictionaries.

I make this statement understanding fully what I say. It is my honest conviction,—a conviction which first prompted me to write on this subject, that two to one of the distinguished scholars of our country, and when I say scholars, I do not mean men who merely hold an office, whatever it be, but genuine scholars,—prefer Worcester to Webster; and that too, without any disparagement to the latter. It is manifestly irrelevant and absurd to appeal to the old testimonials in favor of Webster, such as were written before the appearance of Worcester's great work in 1846. The two could not be compared before the latter was in existence. But the case is very different now, and to ignore the existence of the latter, will by no means do for a man who has any regard for his own reputation. Nor will it do any better to speak sneeringly of an original, independent scholar and lexicographer as though he were a plagiarist and "pretender."

I have not space to cite the eminent authorities to which I have above alluded; nor is it necessary, for every reader of the Journal can turn to the December number and examine for himself. I have from the first desired only that the facts should be known, and that every teacher in Michigan should decide intelligently for himself. I will only cite a few sentences corroborative of my views. The venerable Dr. Nott writes thus:—

"With the larger work (Worcester's Dictionary) I have been long familiar, and can cheerfully bear testimony to its great merit. *It is at once a monument to the honor of its author, and to the country thus signalized by his labors.* * * * Trusting that this production, *the result of so much patient toil and extensive research will receive from the public the reward it so richly deserves.* I am, very respectfully,

Yours,

ELIPHALET NOTT."

Is Dr. Nott aware that he is recommending the works of "a pretender;" of one who "fattens on the genius and toil of another?"

President Hitchcock, of whose eminence, particularly in science, I need not speak, thus writes:

"Having been in the habit of using the 'Universal and Critical Dictionary,' (the title of Dr. Worcester's principal work) *almost exclusively for several years*, I shall welcome the new one with its improvements and additions."

I have not space for other similar examples, to show that time moves on.

"Having been in the habit of using the Universal and Critical Dictionary *almost exclusively for several years*, I shall welcome the new one with its improvements and additions."

Was President Hitchcock unable "to distinguish between the original and the counterfeit, the genuine and the false;" and would he prefer the latter to the former? Again, the Vice President of Harvard University, second to no other man who speaks the English language in his qualifications to judge in this case, writes thus:

CAMBRIDGE, MASS., October 1, 1855.

I am greatly obliged to you for the copy of your Dictionary which you sent to me. I shall keep it on my table for constant reference, and I know very well it will be extremely useful to me. It gives me great pleasure to see the general and hearty recognition of the value of your labors in this important department of literature. The influence of your works is rapidly extending, in spite of opposition; and I am very sure that *your great Dictionary will become the standard everywhere.*

C. C. FELTON.

Let this language be duly considered. It has great weight not only on account of the truth which it contains, but especially from the character of the person who wrote it.

I wish to add in this connection one other testimonial, and I am the more anxious to do so, because it was not among those which appeared in the Journal. It is from Bishop Potter of Pennsylvania.

PHILADELPHIA October 2, 1855.

I beg you to accept my best thanks for the copy which you have kindly sent me of your small Dictionary. In a smaller form I have used it very often. Your larger Dictionary has been my principal resource ever since it was published.

ALONZO POTTER.

This work of "a pretender," has been the principal resource of Bishop Potter *ever since it was published!* Strange that he should make it his *principal resource*, thus neglecting "the standard works" of "the great American!" What an ignorant and stupid man Alonzo Potter must be!!

One other point deserves notice, lest some room should be left for misapprehension. Dr. Haven dates his communication at the University of Michigan This of course he has a perfect right to do; but it may thence be inferred by some of his readers, that he also expresses the opinion of the University on this subject. Such a conclusion would be a great error. I am myself no more authorized to speak for the University than Dr. Haven; but I cannot refrain from repeating a remark made to me a few days ago, by one of its most eminent Professors,—a man more widely known as an author than any other person perhaps in the University, save the President. Speaking on this subject, he said very emphatically, "the scholars of this country are *all* opposed to Webster."

It must not be imagined that I deny to Dr. Haven a full right to his own opinion. I am quite willing that he should eulogize Dr. Webster as much as he pleases, provided he casts no improper reflections upon others. He may even place his Webster next to his Bible, if so disposed. He is certainly entitled to full freedom of opinion, and his opinion is entitled to as much consideration as that of any other man of the same high scholarship and sound judgment. But when he undertakes to prove that "nothing but the obstinacy of a few publishers prevents the use of Webster from becoming in this country, at least, universal;" when he implies in another place that the verdict of American scholars is pronounced in favor of Webster, thus virtually excluding a large number of his own colleagues in the University, and a large proportion of the most eminent men in our country from the great community of scholars, stigmatizing their opinions on this subject as "little criticism," and comparing them to a cobbler before a fine picture who could see nothing else because a certain boot was not painted to his mind; when he presents in this attitude such men as Everett, Prescott, Irving, Bancroft, Dr. Nott, Bishop Potter, and more than half of the Presidents of New England colleges, the question arises, what does Dr. Haven mean? J. R. B.

January, 1856.

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## MY CHILDHOOD'S TEACHERS.—A PRIZE TALE.

BY MISS B.

*Continued from Page 22*

Our father was so well satisfied with Ernest's proficiency and with our quiet deportment in his presence, that he seemed to forget the necessity there was for our further instruction. But one night I followed Ernest into the study, as I was fond of doing, to hear the queer words, and set down quietly by the fire-side. I had had an absorbing thought in my head for a week or two, and after Ernest had finished his recitation, and gathered up his books to go, I summoned all the courage I possessed (not much by the way) and, making a tremendous effort, said: "Father, may n't I study Greek?" Ernest laughed, a very cruel laugh it seemed to me, but father looked at me kindly and said: "You shall study it some day, if you want to, Ruth; just now other things are more suitable." And then, after Ernest had gone, I felt him looking at me thoughtfully, and I saw him pass his hand hastily across his eyes. I knew he was thinking of his motherless flock, and my own tears dropped softly but fast.

Just then I heard Mrs. Brown's step in the hall, then she stood a moment at the door, and then rapped. Father bade her come in, and she entered with a half perplexed and abashed look on her face, usually all sunshine. She stood

a moment working industriously at the knitting, which she had evidently brought with her to keep her in countenance, and then, evidently not seeing me, said; "May be you'll think me meddling, Mr. Hathaway, but I've made up my mind its my duty to tell you that the children (not that I want to complain of them—bless their little hearts,) is a getting dreadful outlandish notions and ways. It was only to-day I heard 'em all talking together how fine it would be to be Injins!—it a most scared me," continued the good old lady, "and if I may be so bold, would n't it be a good plan to get somebody to teach 'em, and so give them something to do—poor things? Not--not—(and she hesitated quite a while) not—if I may say it sir, just such a lady as poor Miss Jones was, but somebody who'll be more agreeable-like, and who they'll take to more?"—and she looked as if she had relieved her mind greatly. "Thank you, Mrs. Brown, thank you," said my father, "I'll attend to it immediately;" and she left the room with her usual smile restored.

A few days after this, father called us into his room, and told us that a young lady, a Miss Hale, was coming to teach us, and we must be very careful to do as she told us, and learn all we could. Harry's countenance fell, like a barometer before a sudden storm. "Please, sir," said he, "is she any relation to Miss Jones?" "I think not," said father. "You may all go now." And down we went to tell the news to Mrs. Brown, who, greatly to our surprise, knew all about it. She said a friend of our mother's had recommended Miss Hale to father, and he had immediately written to her, and induced her to come to us. "I expect," added Mrs. Brown, cheerily, "that she is just the nicest young lady that ever was, and I do hope she'll think you are the nicest children; at any rate, we'll try to have her, won't we?" Even Harry laughed and said "yes," and the old lady patted his head and called him "her dear boy."

About a week after this, the stage stopped at our gate and a lady alighted. We crowded to the windows in eager child fashion, even Ernest condescending to exhibit some curiosity, to see all that could be seen. She stopped a moment to attend to her baggage, and then, with a quick but graceful step, came up the walk. She wore a grey traveling dress, and was neither very tall or very short, nor *very* anything as we could discover. Mrs. Brown received her in her usual cordial manner, brought her into the dining-room where we were, and drawing a chair near the fire for her—for it was a chilly morning in May—said, "You must try and feel at home, Miss Hale; these are the children, ma'am; you'll all get acquainted soon." And then she went out to attend to Miss Hale's trunks, but ere she closed the door, she looked back at us children encouragingly, as if to say, "There, did n't I tell you so?" And truly she did look like the nicest young lady imaginable—not that her features were beautiful, but she had pleasant eyes, and a sweet smile, and a voice that sounded

"Like a hidden brook
In the leafy month of June,"

as she said, "O, yes, we'll be excellent friends I hope; you must tell me your names and all about yourselves by and by, and then we'll try and feel as if we had known each other always." Then she called Katy and Nelly to her, and kissing their fair, uplifted brows, won their hearts immediately with a few, simple loving words.

She was weary with traveling, and when Mrs. Brown returned, accepted her

offer to show her the pleasantest room prepared for her by the good housekeeper. We heard her exclaim, "What a nice cozy place," and then the door closed. "Ain't she pretty, Ernest," said Kate. "Well, yes, responded our oracle, "I love her first rate," said Harry, and so do we," echoed Nelly and I.

After dinner our new teacher told the boys perhaps they would like to look over some books of hers, which she would bring down—they looked delighted at the prospect, and in a few moments were absorbed—Harry in a bound volume of Parley's Magazine, and Ernest in a book of travels. Katie and Nelly were made happy with some pictures, and I was about to follow the boys' example, when she said, "Ruth, would you like to help me? if you would you may come up stairs and assist me in unpacking. Very gladly I went with her, and had *such* a good time! She let me help her about a good many things, and all the time talked so kindly, and made me feel so at home with her that I was delighted. There was one box full of school books that she showed me how to arrange on a table, and then there were some "such curious things" as I afterwards told my brothers and sisters, and she told me about them so kindly—"These are shells and minerals, dear, put them on the stand there—we'll have them in our school-room by and by—and this is a prism and a little microscope, I'll tell you all about them soon; and these are books about birds and animals and insects—you love to read about them, don't you?"—and so the happy hours flew by. In the evening she sat with us by the bright fire, and taking Nelly in her lap, told Katie and me to sit down on either side of her, while Ernest and Harry were not very far off, and we did have a most delightful time.—After talking about good many things, she said, "What if you each tell me what you like to do best, and what you mean to be and do when you grow up?—You may tell first, if you please, Ernest, as you are the oldest." He thought a moment, and then a look of conscious superiority came over his handsome face as he said. "I love to read about great men—warriors and heroes, and when I am a man, I mean to be like them." I saw Miss Hall's eye rest on him half-admiringly, but thoughtfully, and a shade of anxiety passed over her face, why, I did not then know, but I know now that she felt he did not have the true idea of greatness and heroism, and perhaps she thought upon her would depend to no small degree the moulding of a character which in later years, would be felt far and wide. O,who has not shrunk back from such responsibility? But she said nothing except "now, it is your turn, Harry." Harry looked queer,he was not accustomed to speculate much upon his present likings or future prospects, but he spoke up bravely and frankly. "I believe I like to fish, about as well as anything, and I guess I'll be a fisherman." Ernest smiled rather scornfully, and the rest of us laughed. "Will you have a cart, and blow a horn as they do in the city?" said Kate—and we laughed again, but Miss Hale only smiled and said, "I know of some very good men and great men too who were fishermen—don't you Ernest?" "Yes, ma'am," said he, looking rather confused. "And now let us know about you Ruth," said she kindly, taking my hand in hers. "I love stories," said I, "strange, old stories such as Mrs. Brown knows; and I love poetry too, such as our mother, use to say, and ever so many other things, and when I am a woman, I'd like to live in a beautiful house, and have flowers and birds; and have every body in the house pleasant; at least." I added, as a flood of thought rushed into my mind, "I used to think so, but now"—— "But now, what?" said Miss Hale, "I think ma'am

I'd like to be a teacher—if I could be like you." She held my hand very closely, and said, in her sweet, serious way, "It is a noble thing to be a good teacher."

As to little Kate and Nell, their ideas were not sufficiently coherent to put on paper, but Miss Hale listened kindly to them all, and then she talked to us about our studies and our plays, and seemed to know all about each of us as if by intuition. Afterwards she told us something of herself; how her father and mother had died long before, and she was alone in the world except that she had one sister who was married and lived far away; how she had taught school some, and had studied mostly by herself, and now she had come to us hoping to find children that would love her, and become very dear to her, and she added smilingly, she was very sure that she should not be disappointed. She would teach us as if we were her brothers and sisters, and she hoped we would think of her as an older sister. Then she talked of our dead mother, and of the Better Land, and the great aims of life, and of the dear Father in Heaven, who, "not in bitterness, not in wrath," had left us motherless. We left her, when our bed-time came, thinking she was like one the good fairies in Mrs. Brown's stories; or, better still, like one of Heaven's beautiful angels. Truly, we thought, under such guardian, "Wisdom's ways would be ways of pleasantness and all her paths would be peace."

Our father gave her carte blanche to fit up a school-room according to her own ideas, and a model school-room we had. She selected a small room opening off from the dining room, well lighted and pleasant in every respect. Such busy times as we had helping fit it up! We all had desks and chairs adapted to our size; a nice black-board hung opposite the windows; a little what-not stood in one corner, with a clock on the top, while pictures, minerals and shells filled the lower shelves; a large map of the world hung on one side, and a globe stood under it. A low lounge, nicely cushioned, was our recitation seat; the windows had white muslin curtains, and the floor was neatly carpeted; altogether it was the most cheerful, comfortable, home-like spot imaginable, and always in most faultless order. We all pronounced it perfect, and good Mrs. Brown looked in at us, after we were all established, and with a face that really shone with satisfaction, at seeing her little flock so nicely provided for, said, "My, how you'll larn!" and we did "larn," thanks to our dear Miss Hale. "We will make the good book our first study," said she, after we were all seated in our places, about a week after her arrival; "I will read to you from it this morning, but after this, I would like to have you prepare a verse to repeat every morning, and we will talk about them and try and find out what they mean, and all they mean, and so get the best of knowledge." And she asked us all to bow our heads, and call in all wandering thought, while in a reverent voice she sought the blessing and guidance, both for us and herself, of our Father in Heaven.

Then she made out for each of us a list of our studies; of the order in which our recitations would come, and the time we had better devote to the preparation of each, and prepared for us neat little account books, and showed us how to keep an exact account of our recitations and deportment. After teaching us about this she said, "I am sure we shall have nothing but pleasure hereafter when we went over these little records," and she was right, for very few and far between were the marks which told of a failure in recitation or deportment. We

loved to learn what was so lovingly taught, and we never could do wrong when she was near us, so gentle and faultless.

Such nice, quiet times as we had during our study hours, while our dear teacher read or wrote at her desk, looking up at us often, with a pleased approving smile! But the nicest times were the recitations. We always rose with happy faces, at the touch of the little bell, and, seating ourselves for recitation, prepared for a feast of good things. She had such a way of making a dark point clear, and puzzling questions plain, and dry things interesting—such a way of helping us by making us help ourselves—such a fund of anecdote and illustration, and withal such never-failing patience and good humor, that we soon learned to regard her as the fountain-head of wisdom and excellence. She was always inventing new ways of interesting us, and exciting us to greater diligence—new modes of developing our ideas and giving us power to express them. Our whole school-life was rich in enjoyment. Geography was a real past-time; sometimes we went on imaginary voyages of discovery around the world, and returned laden with information. Sometimes we were despatched on especial embassies to some foreign land, and commissioned to report at the close of the next day recitation—and then how old encyclopedias would be ransacked and maps studied to collect the desired knowledge! Arithmetic was brought down to our comprehension, and little brains analyzed and triumphantly conquered long questions in mental arithmetic, or, with equal zeal, little fingers flew swiftly and merrily over slate or black-board. Then we had Geographical enigmas, and Grammar trees, and Arithmetical puzzles, and everything else that ingenuity could devise to urge us onward. Ernest quickly finished Arithmetic, and went on to higher things, while Harry and I followed pretty closely in his steps. As to Katy, she was only required to stay in the room an hour in the morning and another in the afternoon, though she would often stay longer for her own pleasure; and sitting on a low seat beside Miss Hale, would whisper softly to her doll to be very quiet and hear the strange things we were talking about.

Little Nell would come in twice or three times a day to learn those marvelous A B C's, and as she progressed in knowledge, the time of her stay lengthened, till she too became one of our students and Miss Hale laughingly told Ernest to look out for his laurels!

Sometimes, in the beautiful summer days, we would go out of doors, under the old oak trees to study. Sometimes she took long walks with us, and while we gathered flowers for her herbarium, or curious stones for our schoolroom, her cabinet, she taught us to find—

> "Tongues in trees, books in the running brooks.
> Sermons in stones, and good in everything."

In winter, in-door study was made if possible, more interesting than ever.—Mrs. Brown used often to say to us—"Oh, children, you can't be thankful enough for such a teacher!" and our hearts responded to it.

Thus two years went by on golden wings, and then Ernest and Harry went away to school. Our father thought they had better mingle with other boys and learn something of the world. It was a great trial to have them go, and they too, felt sadly at leaving our happy school. The morning they went away, Ernest, after manfully bidding the rest of us good-bye, turned to Miss

Hale and said, with tears in his eyes, "You have done everything for us, Miss Hale; we can never repay you, but so long as we live we will love and bless you." Harry lost his self-control completely, and could only sob good-bye.—Bright tears stood in Miss Hale's eyes as she took the hands, and said a few words of parting counsel ending with a fervent—"God bless you both!"

After they were gone it was a long time before the school-room seemed cheerful again, and Miss Hale thoughtfully gave to us a vacation of a week or two. Gradually we became reconciled to the boys' absence, and resumed our old way of living. Rather boyish, homesick letters came from dear Harry, while Ernest wrote beautiful ones, full of hope and ambition, yet with tender allusions to home and the loved ones there. Miss Hale helped us to write long, partnership letters to them—even little Nell printed her share, and Mrs. Brown made desperate attempts at letter-writing, while Miss Hale finished them in her own graceful manner.

Another year went by; I was growing into a tall earnest girl, while Nellie and Katie were model children, but the end came. Miss Hale received sudden intelligence of the illness of her sister, and with pale lips told us that she must fly to her. In sad and silent haste were the preparations made. Never, never can I forget that parting—the sobs of Nelly and Kate—my own unutterable grief. She gave us each a lock of her soft, brown hair—I have always kept it among my choicest treasures—and then she took us in her arms, held us close to her heart, and in a half inaudible voice, bade us above all things love and serve our God, and so if He should never bring us together again on this earth we might have a happy part in the great Reunion—kissed us again and again, and then went away.

How desolate we were! In vain did Mrs. Brown cover all her own grief, and try to console ours—we would not be comforted. But a heavier sorrow awaited us, a few days after she left us, my father called me to his room, and drawing me to his side, laid the evening paper before me, and pointed to a column. It contained an account of one of those terrible steamboat disasters which have desolated so many homes. A hundred passengers had found a grave in Lake Erie, and Laura Hale's name was among those of the lost. We were heart-broken. For months the mention of her name opened anew the fountain of our tears, and we never speak it now but in subdued and saddened tones

Years have gone. Ernest is fulfilling the promise of his youth I had a letter from him the other day, in which he says, "As I stood on the deck of the steamer in the glorious moonlight, watching the waves of Lake Erie, dashing and breaking around us, I need not tell you sister Ruth, of whom I thought long and tenderly. Yes, whatever of Faith and Love there is in my soul towards God or man, I owe it, under God, to Laura Hale."

Harry too has grown into manhood, and he also looks back with deep gratitude to the same dear teacher.

Nelly and Kate are fair girls—

"Traveling with reluctant feet,
Where the brook and river meet—
Womanhood and childhood fleet.

I have sought to be to them sister and teacher, but the moulding influence of our angel guide, left but little for me to do.

I have had other teachers since—teachers whom I have loved and honored, but Laura Hale shines among them—a morning star.

I have chosen for my own footsteps in life—the same toilful, self-rewarding path that she chose. Whatever good I may have done or may yet do—whatever ennobling influence I may exert over the hearts or minds of the dear ones committed to my keeping—I owe its first promptings to Laura Hale.

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For the Journal of Education.

## OUR SCHOOLS—WHAT THEY WERE, ARE, AND SHOULD BE.

BY MISS MEAD.

To learn what they were, we need but to turn back to the time when we were scholars, instead of teachers, and who does not love to allow memory to dwell on that time?

How that log school-house rises up before my mind, situated on the brow of a hill at whose foot gurgled one of the purest of mountain streamlets. Our teacher, the last winter I spent within its walls, was a man sixty years of age, with silvered locks, actually grown old in service; for forty years of his life had been spent in the school-room. Not one of his pupils has forgotten those six birch whips. He got them the first day. They looked as if they were meant for service, and scholars stared at each other aghast. Then followed the reading of the rules, and wo to the culprit who dared to offend; for his laws like the Medes and Persians, knew no reprieve. Never did we see him smile, and he was a bold youth who dared to laugh in his presence. But did we learn? To be sure we did, for what child does not learn? We learned the English Reader "by heart," the sounds of the letters, the multiplication table, and above all we learned submission. Our studies were the three R's, Reader, Riting and Rithmetic. But we did not learn to love study. No, that was reserved for later days, when kinder hands pointed to the evergreens on the summit of Parnassus and which we hoped to reach, but never did. No one had then said to the teacher,

> "Speak gently to the little child,
> Its love be sure to gain,"

And few had learned the lesson. To lure the child up the hill of science by gentle means, to awaken his sleeping intellect and inspire him with a love for study, formed no part of his vocation. His business was to *rule*. There *was* one such school. I think it a type of the schools our fathers attended.

Let us now glance at our schools as they *are*—one of the district school-houses the traveler meets every few miles. One such I have in my mind.—Stately and high it stands, on a barren sand hill unprotected by shrub or bush, exposed to summer's heat and winter's cold, and children and pigs dispute the possession of the fenceless yard. Nature had provided a beautiful grove on the other side of the way, but strange to say its beauties had no attractions for a school meeting. At one of these houses suppose we call next Monday morning at nine o'clock. We find the teacher at his post, but here no bell sends

its summons to every door, and no town clock points to the hour. Each family has its own, and a poet long ago truly said,

"'Tis with our judgments, as our watches,
No two go just alike, yet each believes his own."

Expecting thirty scholars, he commences school with twelve. Classes, whose recitations he wishes to hear, are represented by one or two members. Absent ones must either lose the recitation, or exercises which should occupy three hours, must be crowded into two, and thus the business of teaching be reduced to the mere reading and answering the questions of the book. During the first hour the school is constantly interrupted by the arrival of tardy scholars, who rush immediately into the room, distracting the attention of the school, and painfully convincing the teacher that the subject he has been laboring to explain, will again demand his attention. The task of teaching such a school is Herculean, and few who live in villages where pupils can be classed under different teachers, according to their attainment, appreciate them The teacher finds pupils of all ages, from the prattling infant just escaped from his mother's arms, and sent to school, for the laudable purpose of getting them out of the way, to the precocious young gentlemen and ladies of our day. He is expected to teach Reading--four classes, Spelling--the same number, Grammar--two classes, Arithmetic--four classes, including Mental, Algebra--two classes, Geometry, Geography, Physiology, History, Natural Philosophy, Chemistry, Astronomy, Book keeping, together with Composition and Declamation. Here are twenty-four recitations exclusive of writing, which should receive its half hour. These recitations, deducting thirty minutes for recess, must be attended to in an average of fourteen minutes, leaving no time for general exercises, or incidental occurrences. I question whether the Professors of our Colleges find a demand for such varied talent, such extensive information and careful management of time as does such a teacher. As with hurried glance he sees the clock silently admonishing him to omit some illustration or explanation he intended to make, he almost envies those who taught when the three R's constituted the sum total of school studies.

Such is a brief statement of our schools as they are. To point out the beneficial changes which might be introduced, will lead us to the consideration of the school as it *should be*.

In every contract for service rendered, there are two parties, the *employed* and the *employer*. Let us ask first what are the desires of the employer?—And here the first question we meet, is the question of the purse, which haunts like a bugbear every proposition for improvement. As a general rule the people have such a school as they desire. In this as in every other calling, sufficient remuneration will secure valuable service. When liberal wages are given we find comparatively good teachers and good schools.

The changing nature of a teacher's life is another hindrance to excellence.—No person can feel the interest in a place he soon intends to leave, that he can if he expects to spend years, perhaps his life in the situation. Could teachers be permanently employed, the multiplicity of studies we have enumerated, would never be crowded into one term. The judicious teacher would manage to avoid them. But on the present plan, he seldom possesses the confidence of the community sufficiently to warrant such a step.

The parsimonious spirit to which I have alluded, is felt not only in the hiring of teachers, but in the furnishing of houses. To provide means which shall enable the teacher to accomplish most in a given time, is a policy which all can understand but few apply. What mechanic or farmer would not smile, if asked whether he had placed in the hands of his workmen any labor-saving tool, during the last ten years. And yet, it never seems to have occurred to them, that equally desirable helps might be introduced into the school-room, and as rich results expected. A few dollars judiciously expended in purchasing a cheap philosophical apparatus, outline maps, a globe and a recitation-room, would do more towards promoting the real advancement of the school, than five times the amount expended in lengthening the school without them, and would enable the teacher to accomplish in a few hours, what requires days and weeks of patient explanation.

But if there is needed a change in the conduct of the employer, there is also needed a change in the character of the employed. We need teachers whose hearts, whose lives shall be devoted to the work. In any occupation or profession, who are those that excel? Not those who unite two or more occupations, and certainly not those who are looking forward to the happy time when they can step into some more honorable, or congenial, or lucrative employment. The business of teaching has too long been used as the stepping-stone to something higher. It is time the reverse were true, and if need be, something else used as the stepping stone to this. Said a teacher to me the other day: "I have not much respect for the talent of a *man* who engages in teaching; I think if he had the ability he would engage in some other pursuit." With this feeling there is too much sympathy, but it is all wrong. If there is a vocation where such extensive and varied information, such shrewd observance of human nature is required, where more emphatically is needed a sound mind in a sound body, I have yet to learn what it is.

Is it any more honorable, or is any more discriminating mind needed to apply a blister, mix a pill, or detect the presence of fever by the mucus membrane of the tongue, than to assist in moulding the mind which is to exist when the body shall be consigned to the dust from whence it came, and pills and plasters shall be preserved by future generations, as curious relics of what their fathers suffered.

The lawyer must spend years of study before he can find a client who will trust him with a suit where even the value of a dog is pending, and the multitude will listen with admiring attention, while tears of sympathy suffuse their cheeks, as he recounts the virtues of honest Tray, and will fairly look with pity on the poor teacher, who spends day after day in what he considers the dull routine of teaching the child to read, but what is there so dignified and ennobling and worthy of admiration in the business of a lawyer? The honor I suspect, is in the fee which he is pretty sure to secure. The lawyer after having finished his literary education, studies that he may be a successful advocate, and judge of law; the physician studies the "nature of the ills that flesh is heir to," and their cure; the clergyman spends a year or two at a theological seminary. Let the teacher study the science and art of teaching, the best means of governing. This need, has been felt in part. Hence the introduction of Normal schools and Teachers Institutes. Let teachers well qualified, be perma-

nently employed and the time of attending school might be diminished one half, or the amount of information doubled.

But alas! the teacher deals in a commodity which cannot be measured by the yard or half bushel, and in this utilitarian age, the query "cui bono" is felt, if not asked, by not a few. The child knows that his father lives to make money, and that in the actual commerce of life, "wealth is preferred to wisdom," and he asks the same question, as with aching, oft with dizzy head, he

"Metes out with points and lines,
The land of diagrams and mystic signs."

Besides the ability to impart knowledge which the teacher should possess, he needs the ability to govern, and this is the rock on which many a teacher has been wrecked. As he thinks how pleasantly he could pass the hours, if all would do as they should, he feels like saying,

"Oh, could we do in these schools of ours
As the gardener in his bowers,
Pull up the weeds and keep the flowers,
What a Heaven on earth we'd make it;
So bright a dwelling should be our own,
So warranted free from sigh or frown,
That the angels soon would be coming down,
By the week or the month to take it."

But the qualifications of the teacher end not with mere intellectual attainments. He should possess a moral character, without reproach, and be able to inculcate moral excellence by precept and example. We have too nearly forgotten that the child is no monster, all head and no heart. He has a moral nature which should be cultivated. His love of justice strengthened. He might go out into the world ignorant of the means of completing a square in quadratic equations, or even in finding the root of an irregular verb, and still be a useful person and a christian. But if he leave our school an adept in deceiving, unkind and overbearing, with lips polluted by profane and impious words and a heart in love with vice, he may, perhaps, become an ornament to society and an heir of Heaven, but he will be no star in our crown of rejoicing. There is an old and time honored book, which most of our fathers and mothers loved. This book, the Bible, contains the best code of morals in the world, and were we allowed constantly to refer to its pages, to use its warnings against vice, and its encouragements to virtue, all other helps would dwindle into insignificance, but alas, it is almost a sealed book in our hands. Repeated efforts have been made to banish it from our schools entirely, and even in our midst, good men, professing to believe and love its doctrines, will hold up their hands in patriotic horror, if it is whispered that a teacher has dared to do more than read it without note or comment. And this too, in a nation professedly protestant, which in the commencement of its national existence relied on, and received the blessings of Divine Providence.

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A large merchant and importer says we are paying more duty on artificial flowers than on railroad iron. He says the women are not educated right.—They are going to bankrupt the country unless there is a change. More is thought of show than substance. We pay scores of millions annually for ladies' ornaments, which are of no use. We cannot afford it. It is worse than sinking the gold in the sea.

## STUDY OF LANGUAGE NO. II.

Before proceeding to the discussion of the grammatical laws of our language, which is the proper purpose of this series of papers, it seems needful to indicate the point of view from which those laws are to be observed. In grammar, as in the higher philosophies, the method of investigation will often modify the result, and hence a true method is of as much importance as diligence and industry in its prosecution.

The old grammarians have usually failed at this very point. They have considered language objectively. Looking upon it as a wondrous and beautiful machinery of words, they have discussed its component parts and its laws of combination, with but slight regard to the exigencies of thought which have given rise to those laws. It is true language has been examined as the clothing of thought, but it has been examined as a tailor might examine a garment, to see how its pieces are put together, and not as a philosopher would look at the same garment and see represented in it the conditions of the wearer.

Words are signs of ideas; and the real powers of these signs as well as the propriety of their combinations, can only be understood by a study of the things signified. The relations of words are nothing more than the relations of ideas, and the laws of language are only expressions of the laws of thought. Hence the true method in the study of language requires that we pierce beyond the word to the idea lying enshrouded within it. "The letter," here as elsewhere, "killeth; the spirit giveth life," and our grammar will lack the vitality of truth unless we reach the indwelling spirit of thought. In the applications of language, the word is the interpreter of the thought; but in studying the philosophy of language the thought must be summoned to interpret the word.

*Classification.*—If a new classification is to be admitted wherever a difference exists on which to found it, then our classifications will be limited only by the number and forms of our words and sentences, since every word has something to distinguish it from other words, and every sentence has a structure and use peculiar to itself. As the aim of all classification is to facilitate our acquisition of knowledge, therefore the classification that has not an adequate use as well as a philosophical basis is not fit to be made. Nouns and adjectives may be divided into numerous classes, but these classes, beyond a certain point, will have no use in facilitating the acquisition of language. Every classification, therefore, should have a clear difference as its basis, and an adequate use as its end.

All grammar, (by which we mean here the study of language,) may be divided into two departments. 1st, the *study of words;* and 2nd, the *study of sentences.*

The *study of words* embraces all that can be known of them as words, separate and distinct. It comprehends their orthography, orthoepy, and etymology, with their classification and properties.

The *study of sentences* comprehends the sentential relations of words, the sentential elements, and the laws of their combination.

That this is a better division of the subject than the common fourfold one, of orthography, etymology, syntax and prosody, is evident not only from the fact that that division does not embrace the whole subject, orthoepy at least being left out, but also that it hinders rather than helps in attaining a practical knowledge of the subject, since the etymological classification does not properly represent the sentential uses of words. For example, a word which is a noun in its etymological classification, may be adverbial in its sentential relations, &c. The division of grammar into these two grand divisions, the study of words and the study of sentences has not only a positive utility, but seems absolutely necessary to a full and philosophical study of language. And as the division itself is an essential one, so it should be strictly observed in teaching. The attempt to mingle etymology with syntax, as is now common, must always result in confusing the mind of the pupil and hindering if not defeating his success.

We will discuss in another article the study of words.

## MAXIMS IN SCHOOL GOVERNMENT.

1. Govern yourself. Hold temper and tongue, heart and hand, under strict control. He, who cannot govern his own passions may crush children, but he will never govern them.

2. Be quiet in all your ways. It is a great error to suppose that loud tones or violent motions, are necessary to government. Let the teacher be the quietest person in the school-room. His very quietness will make others quiet if he only persists in it steadily, and refuses to do anything till all is quiet around him.

3. Expect obedience. This will give your tones a quiet firmness which will go far to secure obedience. Utter no command which you are not fully determined to see obeyed.

4. Never threaten. It is the bane of all good government. He who governs by threats can never govern well.

5. Have a time for everything and do it in its time. Order in this begets order in everything else.

6. Let pupils move in order, in going out and coming in. Never permit a class to go hurly burly to or from the recitation bench; it is a fruitful source of mischief. Let them arise at a slight signal, and march in files, and on tip-toe.

7. Keep pupils busy. It is easier to prevent mischief than to mend it.—Idleness is the most fertile source of wickedness.

8. Never be in such a hurry that you cannot take time to govern, and to govern well. Governing is teaching, and you are never more profitably employed than when you are putting your school in order.

9. Finally, govern in kindness. Use your heart as well as your will. Seek the good of your pupils, and you will gain their confidence.

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Compulsory Education.—In Prussia, children from six to fourteen are required to be at school, unless their absence is justified by a certificate from the master and the cure. Absentees pay the full school fees, and are liable to a fine of four silver groschen. Those who cannot pay, give a day's labor for the parish. Young persons are obliged to attend Sunday Schools till sixteen, under a penalty of three thalers.

In Bavaria, no child is allowed to leave school till twelve years old, and then not without an examination, and a certificate, which is necessary to an apprenticeship and marriage.

In Hanover, the ecclesiastical authorities are charged with the inspection of schools, where every child from the age of six is required to attend, unless sufficiently instructed elsewhere.

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Requisites for a Good School.—The first requisite for a good school, is a *good teacher:* in general as is the teacher so will be the school.

The next requisite is the attention of *good parents:* frequent visits from parents is the one lacking element the supply of which would make more than one-half our poor schools good ones.

Third requisite, *good pupils:* and by good pupils I mean not so much bright boys and girls as those who are well disposed and wish to learn.

A *good school house* completes the list, and with these any town may have a school whose influence will contribute more to the real prosperity and happiness of its citizens, than 1 Rail Road, 2 Banks, 4 Manufactories and 10 Stores.

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A Mistake in our School Law.—We regard it as a great mistake in our school law, that it has fixed 4 and 18 as the ages within which pupils shall be allowed to participate in the benefits of the public school fund, implying that 4 years of age is a fit time to begin school. It were better far if no child were to be admitted to school till 7 years of age; and the parent who sends earlier than that, under ordinary circumstances, injures rather than benefits his child.

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Humanity not Nationality is the last word of Universal History.

Much adversity, and many disappointments are generally suffered before we are able duly to estimate the object of life.

The integrity of the heart, when it is strengthened by reason, is the principle source of justice and wit; and honest men think nearly always justly.

Sincerity is to speak what we think, to do what we profess, to perform what we promised, and really to be what we would appear and seem to be.

# Youths' Department.

How to Commence Business.—One of the wealthiest merchants of New York city tells how he commenced business:

I entered a store and asked if a clerk was wanted? "No,"in a very rough tone, was the answer, all being too busy to bother with me. Then I reflected that if they did not want a clerk they might want a laborer, but I was dressed too fine for that. I went to my lodgings, and put on a rough garb, and the next day went into the same store and demanded if they did not want a porter, and again, 'No sir," was the response—when I exclaimed, in despair, a laborer?—Sir, I will work at any wages. Wages is not my object; I must have employment, and I want to be useful in business. These last remarks attracted their attention, and in the end I was hired as a laborer in the basement and sub-cellar at a very low pay,scarcely enough to keep body and soul together. In the basement and sub-cellar I soon attracted the attention of the counting-house and chief clerk. I saved enough for my employers in little wastes to pay my wages ten times over, and they soon found it out. I did not let any one go about committing petty larcenies without remonstrance and threats of exposure, and real exposure if remonstrance would not do. I did not ask for any ten hour law. If I was wanted at three o'clock I never growled, but told everybody to go home, and I would see everything right. I loaded off at day-break packages for morning boats, became indispensable to my employers, and I rose and rose, until I became the head of the house, with money enough, as you see to give me any luxury or position a mercantile man may desire for himself and his children in this great city.

Bad Habits.—Mr. Gough, in a lecture before the Young Men's Christian Association of London, discoursing upon the corrupting influences of bad associates, alluded to the inevitable penalty of mental suffering which every transgressor incurs. "What you learn from bad habits and bad society," said he, "you will never forget, and it will be a lasting pang to you. I tell you in all sincerity, not as in the excitement of a speech, but as I would confess and have confessed before God, I would give my right hand to-night if I could forget that which I have learned from evil society—if I could tear from my remembrance the scenes which I have witnessed, the transactions which have taken place before me. You cannot take away the effect of a single impure thought that has lodged and harbored in the heart. You may pray against it, and by God's grace may conquer it; but it will be a thorn in the flesh to you, and will cause you bitterness and anguish."

Never give way to melancholy; steadily resist it for the habit will encroach. I once gave a lady two and twenty recipes against melancholy—one was a bright fire; another, to remember the pleasant things said to her; another, to keep a box of sugar plums on the chimney-piece, and a kettle simmering on the hob. I thought this mere trifling at the time, but have in after-life discovered how true it is that these little pleasures often banish melancholy better than higher and more exalted objects, and that no means ought to be thought too trifling which can oppose it either in ourselves or in others.—*Sidney Smith.*

WEALTH NOT HAPPINESS.—Two wealthy gentlemen were lately conversing in regard to the period when they had best enjoyed themselves. "I will tell you," says one, "when I most enjoyed life. Soon after I was twenty-one, I worked for Mr. ——, laying stone wall at twenty cents a day." "Well," replied the other, "that does not differ much from my experience. When I was twenty, I hired myself out at seven dollars a month. I have never enjoyed myself better since." The experience of these two individuals teaches, first, that one's happiness does not depend on the amount of his gains, or the station he occupies: second, that very small beginnings, with industry and prudence, may secure wealth.

## THE PREACHING MONKEY.

There is a curious animal, a native of South America, which is called the preaching monkey. The appearance of the animal is at once grotesque and forbidding. It has dark, thick beard, three inches long, hanging down from the chin. This gives it the mock air of a Capuchin friar, from which it has acquired the name of a preaching monkey. They are generally found in groups of twenty or thirty, except in the morning and evening meetings, when they assemble in vast multitudes. At these times, one of them who appears by common consent to be leader or president, mounts the highest tree which is near, and the rest take their places below. Having by a sign commanded silence, the orator commences his harangue, consisting of modulated howls, sometimes sharp and quick, and then again slow and deep, but always so loud as to be heard several miles. The mingled sounds at a distance are said to resemble the rolling of drums, and rumbling and creaking of cart wheels ungreased. Now and then the chief gives a signal with his hands, when the whole company begin the most frightful chorus imaginable, and with another sign, silence is restored. The whole scene is described as the most ludicrous and yet the most hideous, that imagination can conceive.

GREAT CURIOSITY.—The Smithsonian Institution has just succeeded in obtaining for its library a rare and valuable book, printed in Low Dutch, and published in Regensberg in 1772. It contains specimens of paper from almost every species of fibrous material, and even animal substances, and has accounts of the experiments made in their manufacture. The following materials are employed, and specimens are given in the book:—Wasps' nests, saw dust, shavings, moss, sea-weed, hop and grape vines, hemp, mulberries, aloes leaves, nettles, seeds, ground moss, straw, cabbage stems, asbestos, wool, grass, thistle stems, seed wool of thistles, turf or peat, silk plant, fir wood, Indian corn, pine apples, potatoes, shingles, beans, poplar wood, beech wood, willow, sugar cane, leaves of horse-chestnuts, tulips, linden, &c., &c.

A TURK was talking to his son, when an Englishman in tight frock and pantaloons appeared in sight. "Oh, Achmet," said he, "child of a true believer, fear Allah and obey the Koran, or thou mayest descent to degradation after degradation, until thou becomest to look like *that*."

A good old Quaker lady, after listening to the extravagant yarns of a storekeeper as long as her patience would allow, said to him, 'friend H——, what a pity it is that it is a sin to lie, when it seems so necessary in thy business—

THE STAR IN THE EAST.—Kepler, the prince of Astronomers, by calculation found that Jupiter, Saturn and Mars were in conjunction in the constellation Pisces (the astronomical symbol of Judea) on the 20th day of May, in the year of Rome 748. They stood before sunrise in the eastern part of the heavens, in the twentieth degree of the constellation Pisces, where they were seen by the Magi, and told them that the promised time had come for the appearance of the Savior in Judea, (Fish-lar d.) When they reached Jerusalem, the planets were again in conjunction, viz., on the 27th day of October, in the sixteenth degree. Then, in the evening, they stood in the southern part of the sky, pointing with their united rays to Bethlehem. The Magi followed the finger of heavenly light, and were brought to Christ. * * * * Glorious conjunction, worthy the illustrious advent! No transient meteor, bursting suddenly out of darkness, threw its fitful radience on the Savior's birthplace. No wandering star, shooting from its orbit, gilded with waning light the Savior's brow. No cloud by day or fire by night guided the footsteps of the wise men to the new-born God. Such earth-born symbols were for earth-born mortals. But three bright worlds—three morning stars—joined their glorious effulgence together to herald the advent of Him who brought "*Peace on earth and good will to men.*"—*Headley's Sacred Plains.*

THE discovery of a new "variable star" has just been made by M. Luther, of the Observatory of Bilk, near Dusseldorf, in Prussia, and he has given it the name of T. Piscium. The degree of variability is from the ninth to the eleventh magnitude.

MORE ASTEROIDS.—During the past autumn, two more asteroids, or small planets, were discovered between Mars and Jupiter. The whole number of asteroids now known is *thirty-six.*

DEPTH OF VOLCANOES.—The depth to which volcanoes penetrate has been approximately estimated, upon good data and found not to exceed seven or eight miles; and whilst the erupted matters are derived solely from materials that do not exceed in weight, twenty-five times that of water, it must follow that, far below the volcanic sources, the density of the compounds must at least be seventy-five times that of water.

MOTION OF TIDES.—Professor Bache notes the following singular difference in the motion of the tides in the Atlantic and Pacific Oceans. On our own coast, in the Atlantic, they flow from east to west; on the coast of Great Britain, from west to east; and on the Pacific their motion is circular; they sweep round by Asia, turn and flow back.

ALGEBRAICAL PROBLEM.—There are two numbers, in proportion to each other as 2 to 5. *Twice* the square of the less, plus the greater, is equal to the *square* of the greater, minus 4 times the square of the less; and their product divided by 4 times their difference, is to their sum, as the quotient of the greater by the less, is to 12. What are the numbers?—*Sat. Evening Post.*

ARITHMETICAL PROBLEMS.—There is a number consisting of four figures; if 6,174 be added to it, the digits will be inverted. The difference of the squares of the first and last figure is 60, and the difference of the squares of the second and third figure is 20. Required, the number? M. Q. J. D.

What two numbers are those whose difference is $\frac{1}{4}$ of their sum, and of which $\frac{2}{3}$ of the first equals 2·5 of the second?

How many cannon balls six inches in diameter can be packed in a box of one yard in breadth, depth and length?

What is the difference between $\frac{2}{3}$ of 7 and $\frac{1}{3}$ of 2?

If six times nine were four-four,
How many would be just twenty more?

ANAGRAM.—I am composed of 5 letters. By transposing the different letters of my name, 28 words can be formed, viz: 17 nouns; 4 verbs; 2 pronouns; 2 articles; 2 interjections; 1 preposition. On my whole everybody lives.

THE following is said to have been written by Macaulay, the historian:—

Cut off my head, and singular I am;
Cut off my tail, and plural I appear;
Cut off both head and tail, and, strange to tell,
Although my middle's left, there's nothing there!
What is my head cut off? A sounding sea:
What is my tail cut off? A roaring river;
Within its eddying deeps I peaceful play—
A parent of soft sounds, though mute forever.

——A pressure of other duties has prevented the preparation of the "Tales of History, No. 2." We hope our young readers will be prepared for next Month. In the mean time we propose for their study a few questions.

What proportion of the world's history transpired before the flood?
How many years before the flood did Methusaleh die?
How long was Noah in the Ark?
How long after the flood was the tower of Babel built?
How long after mankind were divided into different nations by the confusion of tongues, was the great city Sodom destroyed?
How many other cities were destroyed at the same time?
What king of England was insane?
Who was king of England when Washington was President?
Who was king of England when America was discovered?
Of what countries was Charles V. Emperor?
What great movement in Europe occurred in his reign?

INDOLENCE deprives men of all that energy which should call forth their virtues and make them illustrious.

This life is too short for the indulgence of many hopes, the chasing of many baubles, or the seeking after riches which may take to themselves wings.

To win confidence we must be trustful ourselves. Suspicion breeds the evil it fears.

The real way to improve is not so much by varied Reading as by finding out your weak points on any subject, and mastering them.

# Editor's Table.

OLD WINTER has been blowing upon us with his chilliest breath. Twenty-three degrees below zero! can mortal flesh endure more? But as if to compensate for this very cool behavior, the winter king has granted us more than a month of fine sleighing, and the end is not yet.

Politics seems to rise as the mercury goes down. The Representatives of this great nation have been trying, in vain, to elect one of their number to preside over the remainder. It is a consolation to reflect that they might be worse employed than in voting for a Speaker.

War still hangs its murky cloud over Europe, though but little actual fighting is going on. Winter is a great peace-maker. His white mantle is a flag of truce seldom disregarded. One good fruit at least is likely to grow out of this war, viz.: freedom to the poor Russian serfs. Emancipation is now offered them, and peasants are permitted to become land owners in Poland.

——The Wayne Co. Teachers' Association, held its first semi annual session at Plymouth the 18th and 19th of January. The session was one of much interest. The board of Education of the City of Detroit, with a wise liberality worthy of all praise and of general imitation, having given their teachers the time to attend, 26 of them were present, and contributed largely to the interest of the meeting. The attendance from the country was also good and the discussions of the various topics were animated, interesting and practical. The discussions of the study of grammar, primary teaching. and school discipline,were able and exciting. It was urged with much force that the study of grammar could and should be made universal as the study of arithmetic now is, and that it should begin even with primary teaching. Prof.'s Welch and Mayhew of Ypsilanti, addressed the Association on Friday evening. The following gentlemen were elected. Vice Presidents of the Association, viz.: C. W. Sines, Canton; O. Pierce, Redford; D. A. McFarlan, Livonia; Dr. Snow, Dearborn; S. Osborn, Huron; J. S. Tibbetts, Plymouth: B. F. Woodruff, Brownstown; R. W. Chilson, Van Buren; Thos. J. Dean, Nankin.

It was resolved to hold another meeting the 2d Friday and Saturday of May next, at Wayne, and several topics were assigned to committees to report on, at that time. This was one of the best educational meetings we have attended in this State.

The Berrien county teachers and friends of education met at Niles, the 28th of Dec., and organized the Berrien Co. Teachers' Association. Dr. Niles was elected president and another meeting was appointed to be held at Berrien,the present month. Mr. Edward Bacon read a well written address, in the evening, and some fine essays were read by Misses Bacon, Philips and Mead. We publish some extracts from Miss Mead's in this number. After the essays and the address, the teachers and citizens repaired to the house of Dr. Niles and partook of some excellent refreshments for both mind and body. We trust Berrien will not let this Association die. Niles has set a splendid example and the county ought not to halt in the work till her schools are redeemed,and education has sent its beneficent light into her remotest homes.

THE TEACHERS in the Township of Novi, Oakland Co., are holding semi-monthly meetings, and are contemplating a general meeting of all the schools in the town, soon, for the purpose of a public examination. Great credit is due Dr. Gardiner, of Northville for his active zeal in this matter. We are glad to chronicle such movements. They are all of promise to the cause of Popular education.

——We learn from a friend that the St. Joseph's Co. Teachers' Association met at Centreville the 28th and 29th of Dec. Mr. Knickerbocker, Principal of the Union School at Centreville, delivered the address.

The annual issue of school books, based on Webster's system of Orthography, is over *six millions*, instead of *sixty thousand* as was erroneously stated in the advertisements of Webster's Dictionaries, in our last number.

WANTED.—We still want a few copies of the Journal for March, April, and June, of 1855. We will pay 10 cents a copy, or allow the same on new subscription. Any friend who does not wish to retain them for binding, will confer a great favor by forwarding us the copies designated, directed to "Michigan Journal of Education, Detroit."

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# Items.

Among the pleasantest papers that have fallen into our hands is one called the Students Offering, published on the occasion of their recent examination by the pupils of the Eighth Ward school in this city. It was full of pith and pleasantness, and was alike creditable to the teachers and pupils of that excellent school.

THE PEOPLE OF DEXTER have voted to raise $10,000 to build a Union School House.—Contracts have already been made for a portion of the building materials. All honor to Dexter! Which of our thriving Michigan villages will next wheel into line in this Union School movement?

THE NEW MODEL SCHOOL connected with our State Normal School, has opened with favorable prospects, considering the brevity of the notice It can accommodate 200 pupils, and it is hoped that this number will be in attendance in the Spring.

THE Union School at Plymouth is under the charge of Wm. Donelson, formerly of the State University, Mr. T. T. Lyon, and Miss C. E. Gregory. The school-house has recently been enlarged at an expense of about $1400. At Northville the Union school is under the management of Mr. Serviss, late of N. York State, assisted by Miss Sophronia Hewit. A Select school has been opened at Northville, by Mr. E. L. Roberts of the Normal school.

THE CHIEF GERMAN UNIVERSITIES have now the following number of students: Munich, 1,731; Berlin, 1,480; Breslau, 823: Wurzburg, 818; Leipsic, 813; Bonn, 765; Gottingen, 713; Heidelberg, 695; Tubingen, 693; Halle, 629; Erlanger, 521; Gieshen, 378, Jena, about 370; Freiburg, 344; Marburg, 251; Greipswald, 232; Rostock, 92. The total is 11,300, which is 300 less than last summer.

THERE are, in the United States, 750 paper mills in actual operation, having 2,000 engines, and producing in the year 270,000,000 pounds of paper, which is worth at ten cents a pound, $27,000,000. To produce this quantity of paper, 405,000,000 pounds of rags are required, 1 ½ pounds of rags being necessary to make one pound of paper. The cost of manufacturing, aside from labor and rags, is $4,050,000.

FOR MASSACHUSETTS, the aggregate expenditure for the education of youth, exclusive of collegiate instruction and of interest on the cost of school-houses, for the last year, by the actual returns, was $2,162,292, or ten dollars and eleven cents for each child in the State between 5 and 15 years of age.

PROF. CHAS. DAVIES, L. L. D., has been appointed Professor of Mathematics, in the N. Y. State Normal School.

Rev. Mr. Smith, Superintendent of the public schools in Toledo, Ohio, has been called to the editorial chair of the Ohio Journal of Education, Columbus. If he edits the Journal with the same rare facility he has shown in conducting the Toledo Teacher, we shall all do well to look to our laurels. God Speed you, Brother S., in your noble work.

The Massachusetts Teacher, Boston, Mass., comes to us greatly enlarged. May it prosper. The Empire State, is still ahead in the size of its educational periodical, The N. Y. Teacher, Albany N. Y. The terms of each of these periodicals, if any of our reader wish to know, are the same as our own, $1 a year.

James Gorton, graduate of the Normal School, is Principal of the Rochester Academy Mich. T. R. Denison, also a Normal graduate is associated with Rev. Mr. Hill, in the charge of a large and flourishing classical school at Birmingham, Mich.

Prof. J. Stone, has resigned the principalship of the Dickinson Institute, Romeo, to take the charge of the city schools in Ottawa, Ill. We regret to lose Prof. Stone from our State.

## CONSTITUTION FOR A COUNTY TEACHERS' ASSOCIATION.

We were on a committee at the last meeting of the State Teachers' Association, to propose a plan to promote the organization of County Teachers' Associations, and to present a form of Constitution for such societies. The Committee not having had time to present such Constitution, we offer the following; which may be modified to suit the wishes or circumstances of different sections.

Article I. This society shall be called the ———— County Teachers' Association, and it shall be auxilliary to the State Teachers' Association.

Art. II. The objects of this Association shall be,

1st. To elevate the professional character and qualifications, and the social position of the teachers of this county;

2nd. To raise the standard of common school education throughout the county, by means of school celebrations and examinations; and

3d. To diffuse a correct and efficient public sentiment on the subject of education, by means of periodicals, lectures, and public discussions.

Art. III. Any teacher or other person friendly to the objects of this Association may become a member thereof by signing the constitution, and paying the annual tax of —— if a male, or of —— if a female. Any person may become an honorary member with usual privileges of such membership by a unanimous vote of attending members.

Art. IV. The officers of this Association shall consist of a President, one Vice President from each township in the county, a Recording Secretary, a Corresponding Secretary, a Treasurer, and an Executive Committee consisting of the President the Secretaries and two other members. These officers shall be elected by ballot, and shall hold their offices for one year, or until a new election.

Art. V. The duties of the officers shall be such as usually pertain to their offices.—The Vice Presidents shall also take care to secure auxilliary organizations in their respective townships. The Ex. Committee shall prepare business, procure lecturers and call meetings of the society. The funds of the society shall be subject to their order.

Art, VI. The Association shall hold an annual meeting on ———— in January, and, if practicable, quarterly meetings in each quarter of the year.

Art. VII. This Constitution may be amended at any regular meeting of the Association by a vote of two thirds of the attending members.

## Literary Notices.

Encyclopedia of American Literature; embracing personal and critical notices of authors, and selections from their writings. 8vo. 675 pages, by Evert A. & Geo. L. Duyckinck; published by Chas. Scribner, N. Y. We have received the 1st Vol. of this great work embracing notices of, and extracts from American authors, from the earliest history of our country, down to the beginning of the present century. As a history of American Literature, a literature destined in its upward progress to crown our free institutions with a halo of glory, this book deserves, and if we err not, will find a place in the library of every American Scholar. The first feeling on opening its pages, is that of profound surprise at the long list of names inscribed there, and one rises from the book with a new feeling of

reverence for the men and women of hearts so brave, that even the labors and perils of settling a new world could not suppress the sacred love of learning burning within them. The book ought to go into every school library,and thus be made accessible to every child in the land, to teach our youth to revere the genius, as they now revere the virtue and courage of their ancestors. The book can be obtained of Kerr, Morley & Co., Detroit.

THE ECONOMIC COTTAGE BUILDER, by Chas. P. Dwyer, Architect and Civil Engineer, Wanzer, McKim & Co., Buffalo, N. Y. We have before us a beautiful book with the above title, containing much practical information for those who are about to build houses, and also many engravings and plans of cheap and tasteful cottages for people of moderate means. Every family should have a home of its own,and this book is well calculated to aid in obtaining it. For sale by Kerr, Morley & Co., Detroit.

PLAIN TALK ON HOME MATTERS, Philips, Sampson & Co., Boston, Publishers. A little book of some 214 pages full of useful hints to house-keepers and servants. We seriously advise house-keepers to put this book into the hand of their servant girls. It is written in a style they can comprehend and it cannot fail to do them good. It may be found at Kerr, Morley & Co.'s.

HEADLEY'S SACRED PLAINS, by J. H. Headley, Wanzer, McKim & Co., Buffalo. The Sacred Mountains. by J. T, Headley, which has been so widely read, suggested the idea of this book. Like that it is an attempt to gather around certain celebrated localities some of the more striking events of scripture history. Thus the plains of Shinar are associated with the confusion of tongues; the plains of Jordon, with the destruction of Sodom and Gomorah, &c. Twelve plains are thus treated,and many a sacred story is there given "a local habitation and a name." The book is pleasantly written, but without the exaggerated rhetoric which vitalized with a galvanic life, the Sacred Mountains. Kerr, & Morley have it for sale.

LETTERS TO A YOUNG PHYSICIAN. *By James Jackson, M. D., L. L. D.*: Phillips, Sampson & Co., Boston.

Dr. Jackson is a Professor in the University at Cambridge, and stands in the very front rank of living physicians. He has recorded in this volume, some of the ripened fruits of more than half a century's experience in his profession and has produced a book which, while full of golden precepts for the class for whom it was written, is well worthy the attention of all who love health and would avoid disease

For sale at Kerr, Morley & Co.'s, Detroit.

THE HUNDRED DIALOGUES, by Wm. B. Fowle, published by Morris Cotton, Boston. A book of dialogues fit for school reading and speaking is, it must be confessed a very desirable thing, especially when the dialogues, like those in the volume before us, are both entertaining and instructive. We have read several of them with much interest and cheerfully recommend the book to our young friends who are seeking dialogues for exhibitions.

SMITH'S ILLUSTRATED ASTRONOMY. Published by Daniel Burgess & Co., N. Y.,

We have before us a most attractive book. It is of the size of our quarto geographies, and is well provided with large and beautiful plates illustrating this splendid and ancient science in a way that cannot fail to give the pupils correct and lucid ideas of its elementary facts.

THE SCIENCE AND ART OF ELOCUTION AND ORATORY. *By Worthy Putnam.* Miller, Orton & Mulligan: Auburn and N. Y., Publishers.

This is a neat volume containing a good selection of pieces which will, without doubt, be gladly welcomed by our young declaimers. The discussions of the science of elocution seem to us vague and unphilosophical. Indeed there is a work yet needed in this department different from any that has yet met our eye. The work before us agrees very well with the works of other eminent elocutionists and the selections are fully worth the price of the book.

GLEANINGS FROM THE POETS.

Morse & Selleck's imprint appears on the title page of a new and enlarged edition of this beautiful book. It contains some of the brightest gems of English Poesy.

EGYPT AND THE HOLY LAND, by J. A. Spencer, D. D., A. S. Barnes & Co., N. Y. This book consists of a series of letters giving an account of the author's travels in the East, in 1848. That the book has reached its fourth edition is significant of its value. It is written in a plain and interesting manner, and seems truthful and reliable. It is a valuable book, from the clear,plain views it affords of countries in which the world must ever feel the deepest interest. It well deserves a place in our school libraries.

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For the Journal of Education.

## HOME AND THE FAMILY.

BY REV. H. D. KITCHELL.

The strong tendency of that urgent spirit of trade, that intense commercial activity and eager pursuit of gain, which mark our American life, is to sink home and domestic interests far below their just point of esteem. There is danger, with the great mass of men, in their ardent competitions and busy cares, that all that which is the very life of this life on earth, all those gentle affections and tender ties, all those purest and sweetest delights, which root themselves within the household, shall be forgotten, and drop from men's regards. Without these to warm and soften the soul, men become cold and selfish, sharp traffic-mongers merely, keen and hard. And an especial tendency arises from our American condition, to weaken the sentiment, and almost to destroy the idea, of Home. We are essentially a colonial people, migratory and centrifugal. A whole new world is given us to be filled. Wide realms, rich, fertile, full of resources, beckon us from boyhood away to new scenes. It is almost a duty, almost a necessity, that Americans scatter over the face of our American earth. Almost every man looks eastward to his birth-place, and westward for his grave. It comes of course with this that the sentiment of home is far less strong among us than in older and completed nations. It will be long, I fear, before the first American will die broken-hearted as he hears the songs of his native land. New homes are almost of course with us, and a new home is only half a home. Here and there, almost wholly in New England, we find whole familes rooting in their native soil around the old homestead—three and even four generations resting in the same valley, or clustering on the same hills, where they first saw the light. In such instances only do we find the perfection and fullness of home. In other lands it is far more common than with us. It must be on the country, mainly; for the conditions of city life cramp the full development of home. With an amiable fondness men rent a space 50 feet by 100 with four walls in it, and call that a home! Many other unfortunate persons stay in this life boarding, renting a dormitory and two

feet space at table—and that is their home! Certain advanta es of other sorts are gained in city life, but they are not of the kind that magnify home. But more than all, the true realization of home must be where no strong tendency, amounting as with us almost to a necessity, overcomes the central attractions of home, breaks up the group of kindred, and impels the family to disperse. Our home is ideal; chiefly, a dear image of memory. It is not so much *here*, with most of us, as it is far away there in the distance, where in hallowed wealth of rustic beauty, amid old trees that shaded our childish play, by the stream still singing down the glen, with its hills in solemn sweep of outline on the sky—old hills, without which I can scarce conceive how a home can be—far away in some such remembered scene is our real home, where the old homestead stands—and old people in it—sire and grandsire—dame and grandame—grey headed witnesses of an elder age. For old people do exist! Old men do yet prop themselves on staves, and go tremulous about the premises in this cool November brightness, or sit down to-day by warm fire-sides, remembering the Thanksgivings of three-score years! Almost inconceivable as such things are to us, where all things are new and young, they are still extant. They enter into our memories of home. Wanderers that we are—way-farers dwelling in tents, scarce rested from our migration hither, and doubtful what more western migrations may await us—every influence is precious that keeps alive and honors and endears the idea of Home. One day this great land will be filled.—One day its settled and stable population will be able to have homes. Meantime we will carry the idea with us, and watch and feed the sacred fire as we bear it across this colonial and homeless period, in the sure hope that it will be lighted up in its primitive fullness and freshness on the household altars of our children's children. When the West is fairly reached we shall begin to have homes in it.

"God setteth the solitary in families." The family is the primary and fundamental Divine ordinance. First in order of time, and first in the order of nature, stands the family as the primary social arrangement among men. Before the state, before the church, exists the family, and has in itself the germs of both state and church. It is the parent and nurse of whatever among men is humane and gentle, affectionate and generous, noble and pure. It is the primary school which God provides for his human children, and into which he casts us to be educated, for all that after-life of ours here and hereafter.

How clearly it is in the bosom of the family, in the home, that God has provided for the cultivation of the most precious affections of our nature. All that makes up the heart, our whole affectionate nature, is developed under the fostering influence of the family. There Love first wakes to glowing life, kindles

from the mother's eye in the soul of the child. There it has its tuition in all its exercises. The kind and gentle traits, the pieties of relationship, the reciprocities of the soul, are taught in them—fatherly, brotherly, sisterly love, never to die. They live for ever—they warm the world, and subdue and temper the world's raw atmosphere of selfishness to a tolerable temperature. What would men be—what would the world be, if there were struck from men's souls all that the family has done for them—all that the love of a mother has made them—all that a father's love produced in them—all that the sweet discipline of domestic charities taught them? Not the world we now live in, nor one to be lived in any more. And for this need we have, by God's arrangement, a long and happy term of childhood. Instead of starting almost from birth into full maturity, as some of God's creatures do, and as it might have been with man—we are laid in helpless protracted infancy amid the heart scenes of a home; we drink in a soul from fond looks and loving deeds; slowly we grow up into a heart; for long years of infancy and childhood, (they should be long, for happiness, and for their full effect on character,) we grow in the nursery of love before we are transplanted into the fields of the world's life. In a word, the family is the school of the heart, and there we learn whatever is loving and tender, whatever is unselfishly affectionate in us.

But not only does the family develop and educate the heart, but there also the heart has, through life, its most perfect sphere of action—its richest gratifications. The purest and best joys of earth are found in the family. There the man has his *comfort of life*, if he has any. There he *lives*, if anywhere. And *for* that he lives, if for any good end on earth. Look in on God's plan of a family, and see what else there is on earth to give play and scope to the heart like this. There first is that mystery of love multiplying two into one—of wedded souls walking hand in hand—heart in heart, the varied path of one life—in good and ill, in joy and tears. Love gladdening the sunshine of life, when sunshine there is, and lighting up even the clouds of sorrow with the beams of two-fold hope and trust and might and endurance. Here is the solace of care and toil and weary outside struggles. The heart is kept whole, rejuvenated by bathing in the sweet influences of home. The web daily ravelled abroad is daily knit up in the household. Here, too, parental love has its sphere. Here, in the family, the new souls alight upon the earth, fresh from the great Father's hand, and at their coming new fountains of love and blessing gush forth—of love and delight such as earth has no other to compare. And so, in affections nearer and dearer than all beside, in the pure commerce of love and sympathy, the first human society springs up—first in ideal order, and surely far first in its rich ministrations of blessing to men. Not happy in

home; then nowhere. Oh! what would this world be, unfamilied, homeless—each soul an isolated and forlorn unit, all floating like ice-bergs, drifting, dashing, freezing in the cold sea of a houseless and heartless life!

As moral beings we have our first lessons of character in the family. And as our lessons there are the first, so they are the deepest and most fundamental and permanent. In that plastic period, during the long period when the child is slowly maturing, the whole character lies pliant in the molds of family influence. Each mortal trait develops and forms there. Truth, nobleness, honor, virtue, or their opposites, there gain lodgement in the soul. Germs of all goodness, or of all badness, are implanted there, which for the most part, after life only developes. In much, doubtless, each soul is unlike all others, a fresh invention of infinitely diversified individualism—for as God never exactly repeats one human countenance in another, much less is any one soul the copy and duplicate of another. But equally certain it is that broad family stamps are impressed, spiritual family likenesses—and how should it not be, when aside from all deeper reasons, the whole young soul and plastic character of the child are bathed for long years in the parental and family influences? How should it not be that, in all the subtler elements of character, the style of spirit, the modes of thought, the character of the parent should stream in on the open nature of the child, and beget there indelibly the family image and superscription?

The family is the germ of the State. Expand it and you have the State—its magistracy, its laws, its citizenship, all, in germ, in the household. And, moreover, the true theory of the commonwealth is not that it is an aggregation of individuals, but of families. The family is the social unit, the last constituent of the State—so many families, not so many persons, making up the State. But what I especially claim is that the State, in all its interests, rests down and is dependent on the working of the family for the training of men to be citizens. It is the discipline and nurture of the family that begets that reverence for authority, that loyalty to law, that practical regard for other's rights, and that sentiment of public interest and spirit, that render men capable of walking in the ways of civil society under bonds of law, good and wholesome citizens. They have learned it all beforehand, in the family. For there first the soul comes under law, feels and owns the just coercion of authority, and earns to adjust itself to others as one of a constituency. It may be questioned if human government in civil society would survive the abrogation of the family beyond a single generation. The untrained and untaught creatures, never having borne the yoke in their youth, resenting the curb of law, would rend all order and civil restraint, and trample in the dust the fair fabric of government, and the world would be given to Anarchy.

Such, and more, far more, is God's great Institution of the Family. From the solitariness of unassociated being, He has set us in families, distributed us in kindred groups, bound us up in separate parcels of love; has given us the holy relationships of blood and heart—made us fathers, mothers, sons, daughters, brothers, sisters: In a word, "God settleth the solitary in families;" and how much of tenderest mercy and rich significance of blessing lies hidden in that, will repay much serious and grateful meditation.

Let us cherish, then, this benignant arrangement. The first earthly aim with each of us should be to make that first circle in which we have place, as full of peace and joy and blessing as we may. Cherish the family. The life of our life is there. Provide largely for the graces of the heart and the cravings of the soul in the dear circle of home. Outside, the rough world-sea tosses, bleak winds whistle: home is the Ark in which we ride: warm it well with all loving care—feed its heart-fires with generous fuel of tenderness.—Make home social—graceful—refined—intellectual—beautiful—religious.—Denied, in our cribbed city-life as we are, the grand accessories of the full idea of home—with no old immemorial homesteads over us—no freedom of ancestral acres around us—no outline of N. E. hills along our sky—still the soul of home remains to us—the narrowed circle of loved ones, the elements of home—almost its bare soul, thinly clad, "improperly exposed." We have all the more need to cherish the home idea, to keep it alive.

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For the Journal of Education.

## UNION SCHOOLS.

Michigan will soon become remarkable for her numerous and excellent Union Schools. This will be but one essential part of our noble Common School system, and of course must not be wanting. After the admirable article in our last December number, and also one in the first volume, written by Prof. Welch, it is unnecessary to commend them, but I wish to present a few common sense directions, founded upon some experience and considerable observation, which for the sake of distinctness I will throw into numeral order.

1. Do not be discouraged because you hear that in such a town a union school has proved a total failure, and the people are heartily sick of it. The best of enterprizes, often through carelessness or ignorance, unavoidably fail I know a man who sowed ten acres of wheat last year, and did not harvest enough to pay expenses; and the man is foolish enough to sow fifteen acres this year! Union Schools are not half so apt to fail as wheat.

2. Make your school house as large and as convenient and as elegant as you can while you are about it, and do not presume to build without getting "Barnard's School Architecture," or consulting the Superintendent of Education, (Hon. Ira Mayhew, Lansing,) or some other competent man who will give you invaluable practical directions. If you make a mistake in your building, it must be for many years. Get a large lot for play-grounds and set out trees immediately, and make a good fence about it.

3. Do not be stinted in the salaries of your teachers. You want teachers of the first class, men who could make large salaries as merchants, lawyers, or be sure of an independence as farmers—but men who will work well for a *good* teacher's salary because they love the occupation. Such men will have good salaries or not work, and you must take inferior men.

4. Have a classical department in your Union Schools. I mean, employ a teacher competent to instruct those who wish it in Latin and Greek. It is idle to oppose a fixed and decided conviction of learned men, that such instruction should be given in all our first class schools. Get good teachers, and they will see to it that superficialism and show do not supplant genuine and thorough study.

5. Avoid an immoral teacher as you would a walking plague-magazine. I would rather send my child to a teacher that has the small-pox, than to one who swears or lies, or in any way grossly violates common morality. I can vaccinate against the small-pox—I cannot against gambling, drinking and swearing. A religious teacher of course can exert the best influence. A man working for the public who will show denominational bigotry is a fool—of course not qualified for a teacher. But he should be truly religious.

6. A little practical knowledge is of great value, therefore we advise any who are thinking of building, to visit, if they can, some *good* Union Schools, which the people of their respective towns prize as above all price. Ypsilanti Union School, under Professor Estabrook, is a noble one, though the building is not so good as if it had been expressly planned for the purpose. The Jackson Union School, under Prof. Ripley, is very flourishing, and has an excellent building. The edifice of the Ann Arbor Union School and of the Niles Union School (modeled after it) will be, when completed, among the very best in the country. I once spent an hour in the Battle Creek Union School, under Prof. Hinsdell, and was much pleased. The building would have been better had it been put wholly above ground. The Adrian Union School, under Prof. Hubbard, is highly spoken of. I doubt not the resident *(resident* here means *traveling)* editor of this journal could add many more that would be worthy models.

University of Michigan, Feb. 7, 1856. E. O. HAVEN.

## STUDY OF LANGUAGE—NO. 3.

In this discussion of the study of words, I shall pass by the questions of orthography and orthoepy. These questions are extrinsic to that philosophical view of language, with which I am, at present, concerned.

In the study of words as in all science, our first concern is with the natural classification of the things studied. I have already indicated that the true method of study of language, proceeds from within, outward—from the indwelling idea, to the word that symbolizes it. Following this method in the present inquiry for the true classification of words, I come first in the natural, if not in the historic order, to the words which indicate things as the objects of sense or of thought. In these objects themselves there exists a nice gradation of differences, reaching from gross matter, obvious to all the senses, to its subtilest quality, and thus on to the finest conceptions of thought; but from the grossest form of substantive existence to the most refined and recondite quality which exists only as married to some substance, they are all objects of thought and the words that represent them are properly *names*. Thus in th phrase, *good men*, the *good* is as really and truly a *name* or *noun*, as the word *men*, and although the name of an inseperable quality, yet it represents as real if not as distinct a mental conception as that represented by the word *men*. Nor is there any true philosophy in the grammatical analysis which would condemn it to the subordinate place of a qualifying term. *Good* no more qualifies *men* than *men* qualifies *good*. Instead of the word *men*, write the word *apples*, and you at once change the abstract idea of goodness which the mind had conceived on reading the word *good*. Indeed it is an absurdity to say that one word qualifies another at all. Each word represents steadily and unchangeably, the idea or ideas to which it has been appropriated. The contiguity of another word does not change the first word; nor even its idea; it simply adds its own idea. Thus, *men* is still *men*, though a dozen other words be attached, and in the phrase, *good men*, each word still represents its own idea, and both together become the complex name of the combined ideas. Language would became utterly indefinite and unintelligible on any other theory than this, of the steady appropriation of each word, to represent unchangeably its idea.

It is true that there is a difference between the uses of the words which are the names of things, and of those which are the names of qualities, and this difference furnishes good ground for the subdivision of this class of words into nouns and adjectives, but as in natural history the dividing lines of different species are never distinctly marked, one species imperceptibly melting into another, so here we find many words which seem to belong to both classes.—

Thus we say a *black* hat,or a blue *black*; in one of which phrases *black* is denominated an adjective, and in the other a noun: whereas it is simply the name of a certain color in both cases. In the one it stands forth as an object of distinct contemplation, and in the other it unites its idea with another. In highly artificial languages like the Greek and Latin there is an inflection of the adjective word to make it agree with the substantive word with which it unites, but in our own more simple and more philosophical language, no such agreement exists, and the talk of adjectives belonging to, or qualifying nouns, is without utility or sense. The agreement of an adjective with a noun, is, simply the consistence of a quality with a substance.

The differences in the natural accidents of substances and qualities, give rise to differences in the grammatical accidents of the words which represent them. I must defer a brief discussion of these accidents to another paper.

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For the Journal of Education.

## THE TEACHERS' HOME.

Yes, where is the teachers' Home? Presuming that times are as they used to be, I propose to answer the above question by showing where mine has been.

Monday, Jan. — 1840, I commenced operations as pedagogue in Dist. No. — town of ———, Albany county. N. Y. for and in consideration of the the sum of $12 per month, "lawful currency of the United States," together with the privilege of "boarding round" among my employers, or as one of the Trustees quaintly expressed it "the privilege of running with the girls." At 4 o clock in the morning, I started for the scene of my future labors, the snow being 2½ feet deep and the distance four miles. Arrived at 8½ o'clock and found a school house whose exterior was not very prepossessing, being of that peculiar order of architecture in which the roof terminates in a point over the center of the building, and from the apex of which there once issued a stone chimney, now alas! reduced by destroying time to a level with the surrounding surface.

I approached this sacred seat of the Muses, this favorite resort of literary pilgrims with becoming reverence, silently breathing an involuntary prayer that its appearance would improve on internal acquaintance. "Slowly and sadly" I waded through the snow, and arrived at the goal of my destination, undid the legal fastnings which opposed entrance, and after severarl ineffectual efforts to open the door, I succeeded in affecting an entrance. Having lost a hinge, the

door, as I dragged it around, gave forth a screech that sounded much like the wailings of some disturbed spirit. In speechless astonishment I surveyed the room within whose four walls, I verily believe, the winds of heaven had raved rampant from time immemorial. Virgil's lines arose to my mind;

"Illi indignantes cum murmere moutis,
Circum claustra fremunt."

Old Aerolus would have had no difficulty in recognizing it as his former head-quarters,

The walls were so low that I could scarcely stand upright with my hat on. In the center of the room:

A stove minus hearth, door or feet
Was mounted on brick-bats and mortar;
The old shattered door had a pannel kicked out,
And the floor not so white as it *orter*.

The mason who had plastered the upper wall, had, evidently, understood some of the principles of physics, at least that all bodies are endowed with gravity, and so, instead of placing the mortar on the under side of the lath, as usual, he had placed it on the upper side, presenting an unique and picturesque appearance.

In process of time, five scholars came, and business was commenced with all due forms and ceremonies. There were two abecedarians, two who read in the spelling-book, and one who had pursued Mathematics as far as simple Multiplication. I passed the day in as good spirits as possible and dismissed the school at 4 o'clock precisely. After school I sat ruminating on one of the ills of human life, (you can readily imagine which one,) till darkness had nearly set in, when prompted by the dire necessity of remaining in the school-house all night, or of seeking an asylum elsewhere, I seized my hat, left the building in a hurry, and made a desperate dash at the house of one of the Trustees, situated at the distance of two miles.

On arriving here, I found the family, consisting of the father, mother and three children hovering around a cold fire, in a cold room, on a "bitter cold" night, and all cold, cold as the world's charity. This Trustee was a man of bu few words, generally answering my interrogations with the gruff monosyllable "yes" and "no," while the lady of the house spoke the English very imperfectly. After taking supper, I examined their library which consisted of a Bible, an odd volume from some Sunday School library, called "Mary Curtis," a Daboll's Arithmetic minus the cover, and another old book which I think they called the "Third Part," I went through all these books excepting the Bible, before 9 o'clock, and retired, shortly after, to a cold bed in the chamber. Through chinks in the roof, I could discern the stars in the dim distance twinkling, and I wondered if they were cold. I sunk into a fitful slumber

and dreams visited my troubled imagination. Now I traversed the stormy shores of ice-girt Labrador; anon with Dana, I doubled Cape Horn, and then with Wilkes and Ross, I explored the Antartic Continent. Amid such fancies I passed the night. Oh! how horrible!

After breakfast on the following morning, my worthy hostess in broken accents, accosted me with "We are out of butter now, but I presume you can eat lard." "O certainly," said I, "anything that you please." She then proceeded to cut from a large loaf a slice about ten inches in length, and having anointed it with lard and sprinkled it with salt, she broke it into two pieces, and presented them to me with no covering whatever. I received the offering with becoming gratitude, deposited it safely in my coat pocket, and with a fair prospect of a dinnerless day, after proceeding a short distance from the house, I gave it to the winds of heaven.

On the second evening of my school-days, I thought it advisable to change my boarding place. I was hungry and fatigued, although I felt much better in mind inasmuch as the school had increased to nine scholars, and I began to feel the importance of my office. As evening approached, I took my hat, and slowly, yet thoughtfully, journeyed towards the house of a second Trustee. Here I was agreeably surprised to find a warm fire and warmer-hearted people. My host was quite sociable—my hostess garrulous. Before I had been there an hour, she had given me the history of the neighborhood together with a copious autobiography of herself.

After supper, the mother ordered the two boys to clean some small fish brought the day before from Lake Ontario. Seated on a pile of wood in one corner of the room, they proceeed to comply with their mother's request, but to my fastidious taste, they executed their job in much too summary a manner. My worst fears were realized at breakfast the following morning, for on attempting to dissect one, I found its entrails where Nature placed them. It is needless to say that I was a Grahamite on that morning, as well as on the two succeeding mornings during which I sojourned with this worthy family.

These are only a couple of days in the life of a teacher. Every day spent in "boarding round" is, more or less, a counterpart. Shall this barbarism be perpetuated?

E. W. C.

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☞ An interesting discovery has been made in France with regard to engrafting fruit trees. Instead of making use of a graft, a slip is taken from an apple tree, for example, and planted in a potatoe so that a couple of inches of the slip remains visible. It soon takes root, developes itself, and finally becomes a handsome tree bearing fine fruit. This method is due to a Bohemian gardener.

## EIGHTH WARD SCHOOL.

This is one of three Union or Graded Schools in the city of Detroit. The school-house is a large brick building of three stories, situated on Abbot St.—The first floor is occupied by two *primary* schools, one for boys, the other for girls. On the second floor there are also two school rooms, one occupied by the second or *intermediate* department, the other by the third or *middle* department. The third story consists of one spacious school room occupied by the *high school* department, under the charge of the Principal, and two recitation rooms, for assistants.

Entering this department one morning just after nine o'clock, we found it crowded to its utmost capacity, every vacant place having been filled with a temporary desk or table, and even a part of the teachers' platform was occupied by pupils who could find no other place. Notwithstanding its crowded condition all was quiet, Mr. Bradford Smith the accomplished principal being engaged with some pupils by his table, while a class in Arithmetic were silently filling the blackboards which stretch nearly around the room, with figures.

Without a word of caution to the school, and though no other teacher was present, the Principal unhesitatingly left the room with us, remarking as we passed out, that the school would take care of itself. Descending to the first floor, we first entered the girls, primary school, taught by Miss Emeline Braman. Here we found nearly 100 little girls, from 4 to 6 or 8 years of age, sitting quietly in their seats, or filing without disorder from their recitation seats. All seemed happy and wide awake. Seating himself before them on the stand, Mr. S. began a series of gymnastic movements, in which the little girls joined with manifest delight, and ended with some vocal gymnastics followed by the children with great zeal. Ceasing, all was at once quiet again, and after one or two songs the ordinary exercses went on again. It should be remarked that the teacher does not sing, the little girls being led in this by one of their own number, and we have rarely listened to singing with more pleasure than to their pantomimic song of "Bread-making."

From the little girls' room we went to the boys' primary school under the charge of Miss Ada Bradner, and composed of about the same number of pupils as the female department.

As we entered, the teacher was questioning a class as to the substance of a lesson they had just been reading. On concluding the exercise at a signal from the teacher the little fellows faced to the left with military precision, and at another signal marched to their seats. Some gymnastics then, both physical and vocal, were indulged in for a few moments under the skillful direction of the teacher and to the manifest relief of these young Americans. At a signal

all was still, and the teacher remarked, "that is one of our little thunder storms," nd it certainly was not misnamed, for it cleared the mental and moral atmosphere of the school room wonderfully, and when the clear earnest voices of the boys arose next moment in a noble school song, we felt like accepting the invitation they gave us to join their number. The pupils of these primary departments, are taught the alphabet, reading and spelling, and a part of the multiplication table, besides various other things at the teachers' own suggestion.

We next ascended to the second floor, to the *intermediate* school, under the charge of Miss Laura Adams. The pupils in this room are of both sexes, and are taught reading, spelling, writing, mental arithmetic and primary geography.

Miss A. was about to dismiss to attend the funeral of a friend, so that we witnessed only some closing exercises. We noticed here the same quiet, orderly movement which prevailed elsewhere through the school.

We went next to the third department, under the charge of Mr. W. Willetts. Here also both sexes are taught. The teacher was absent from the room to see to the furnaces by which the building was warmed, but all was orderly, and a class in mental arithmetic was reciting to a little girl, who was acting as monitor. Leaving before Mr. W. returned, we once more returned to the principal's room in his company, where all was going on quietly, and another class as he informed us, were at the blackboards, having gone up at their appointed time, though no teacher was present.

In this high school department, there are in attendance 220 pupils of both sexes, taught by Mr. Smith, Misses C. Braman and L. Goodell. Space is wanting for anything like a full description of the working processes of the school.

The school opens at 8½ o'clock. Fifteen minutes are allowed for tardy scholars to get in and render their excuses, and during this time, pupils are permitted to ask questions, get their books, pencils, &c. The next fifteen minutes are devoted to religious exercises, consisting of the reading of the Scriptures, and singing or prayer. After the recitations have commenced no whispering is allowed, or questions to teachers. Should any pupil break the rule, he or she is not reprimanded but silently noted and required to stay half an hour after school. This is found effectual, and it is accomplished too, without confining the teachers. The hour of closing school in the afternoon is 4 o'clock, but all the regular exercises are over at half past 3, when those pupils who have passed the day without fault in conduct or recitation, are allowed to depart, while the others remain till four.

In the recitations in arithmetic, a certain fixed time is allowed the pupil, to perform his work on the black board, and if not done in that time, he leaves it

unfinished till the regular exercises close in the afternoon, and the "perfect" scholars are dismissed, when he quietly marches to the board, completes his work, and then retires. Each example performed on the board, must have sufficient explanatory notes made with it to enable any one to understand it without the book.

We witnessed interesting recitations in mental arithmetic and reading, which our space will not allow us to describe.

The distinctive feature of this school is found in its government. The principal governs entirely without the rod, and without going to the full extent of all his views, we must confess that his machinery in his hands works well. A fine moral influence seems to pervade the whole school, and to hold it in the bonds of a salutary restraint. Plain practical appeals are made to the better nature of the pupils, and a most wholesome public sentiment is made to prevail. Indeed we have rarely seen a school where this public sentiment was so manifest and so strong. It was manifested in a thousand little ways, too minute to mention, and yet too significant to escape observation. In the high school department, we witnessed another of, the "thunder storms," and with same healthful, purifying result as below. Indeed so strong is the moral influence of the teacher over his pupils, that they seem ready to do, the most singular things, he can require in a spirit of sober earnestness and decorum. He is happy in having so able and accomplished an assistant as Miss C. Braman, whose lady-like and dignified demeanor in the school room cannot but have the happiest influence upon the pupils who enjoy her instructions. Want of time did not permit us to visit her recitation room, nor that of Miss Goodell, who is spoken of by the Principal as an active and efficient teacher *

It must be confessed that the processes of Mr. S. as teacher, are more easily admired than imitated. To quote his own language on another occasion, "in teaching, the man must be fitted to his machinery."

We propose next month to visit another of the city schools.

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*Since writing the above, we have received a copy of the annual report of Public Schools in Detroit, and extract the following from the report of the examining committe of the Eighth Ward School.

ORDER AND DISCIPLINE. With these, which all feel to be of first importance, the Committee could find no fault. The decorum and propriety of deportment, observed by all the pupils, afforded matter of surprise and of highest gratification to the Committee.—All this appeared to be a matter of course with the pupils. They did not seem to recognize the presence of any oppressive power of restraint; while the teachers, apparently relieved from the necessity of governing, were at liberty to attend their appropriate labor of giving instruction. The school, throughout, was evidently subjected to some method of control which, although to them invisible, was mysteriously affecting its object most completely, and at the same time in a manner most agreeable and pleasant to the governed.

# DISCIPLINE; SCHOOL GOVERNMENT. EXTRACTS.

BY REV. SAMUEL M. HAMILL, LAWRENCEVILLE, N. J.

There is very little advancement made where there is no government. There is generally but little acquisition of knowledge and little scholastic attainment on the part of pupils, where the government of a school is radically defective. A badly-governed school is a poor school any where. There may be a good supply of teachers. They may be learned, and agreeable, and popular, but if the school is not well governed, little will be accomplished. Where there is only one teacher, the matter is likely to be still worse. Where there are several, the qualifications of one in this particular may remedy the deficiencies of another. But far the larger number of our schools are taught by one teacher.—How often does it occur that an individual is introduced into the school-room, and obliged to leave it, because he can not govern those who come to receive instruction from him.

The teacher of a district school may have all other qualifications, but if he has not the art of government he will fail. No man can long satisfy the demand of the school, or satisfy the public around him, whatever else his qualifications may be, if he is not able to govern his school. Ability to govern well, then, is a most important item in an instructor. It is difficult to obtain. There is no item in the account of a good teacher more difficult to secure than this. * * * * * *

But what is essential to good government. We remark, *authority*.

To govern well, a teacher must have authority. What is authority? How shall it be secured and maintained?

It is not merely that which is obtained from a board of trustees, or school committee, or town superintendent, or county examiner. These may be all very well, each in its place. They may be necessary to give legal form to authority. They may be required by the conventional arrangements of society. But a teacher may have them all and yet be in want of the chief ingredients of authority. A man may have the ferule or the birch put into his hands, and all the paraphernalia of master-like authority that we have ever known any thing of in our school-boy days, or of which our fathers or mothers may have told us; and yet these are not the true sources of authority. Nor is authority characterized by over much speaking. A teacher may be a man of many words, and yet be wanting in authority. He may be a man of few words, and have it.

It is not then mere legal form, nor the instrumentalities for executing it, that constitute authority. It is a power in the individual himself, independent of all circumstances, and rising in its own majesty above all mere conventionalities. It is a power difficult to describe, but which sends out its streams of influence along the teacher's pathway. It enlightens, it warms, it vivifies as it continually radiates from him while he silently occupies his position in the school room. It shows every pupil his place, and keeps him quietly in it. It is identified with the man. It is cheerfully conceded to him. And yet it goes out from him. It goes wherever he goes. And every pupil is brought under its influences. It exists in the man, demanding, and securing and retaining cheerful obedience, and becoming the central point of all that he does in the way of government.

But suppose this authority to exist in form, in the instrumentalities necessary to execute it, and in fact in the man. Suppose the teacher in his place clothed with this authority, how shall he bring it to bear so as give to his school a good system of government? We would suggest four points.

1st. The arrangement of his school-room.

2d. An appeal to the sense of propriety, sense of honor, sense of shame.

3d. An appeal to the flesh.

4th. The cultivation of the heart, and appeals to the conscience.

*First.* The school-room arrangement should be characterized by neatness, fitness, and convenience, in the room itself, the furniture, and all that pertains to the school. Items of this kind hold an important place in the discipline of a school.

A very important aid to school government will be found in the proper arrangement of pupils. Two principles may serve as land-marks here. *First*, do not let your pupils sit facing each other. A sufficient reason for this will be found in the fact that whenever children are put face to face, there arises the disposition to smile, or to make other demonstrations with the countenance, or to talk. This creates confusion. It prevents attention to study. Laughing and talking and study can not coexist. If you would avoid the former, and the consequent punishment, and have your pupils give attention to the lessons assigned them, do not place them face to face. If you would not encourage conversation and whispering, and correspondence by signs, but would have your pupils devote themselves wholly to study, do not place them face to face. This can easily be carried out in any school-room.

*Second.* Let them sit with their backs to the teacher's platform. This is for a school-room arrangement. When they come to recitation, as a general thing, they ought to face the teacher, unless it be a blackboard recitation, when they should face the board. But in the school-room, where the work is done, and during the time it is going on, they should sit with their back to the instructor, who is presiding in the school-room. I am aware that this idea is not generally carried out. It is perhaps reversed in most cases.

It is even opposed by some; but a fair trial will satisfy any one that it operates with beautiful efficiency and gigantic power. I was gratified, two years ago to learn from the able and successful head of the Protestant Episcopal High School of the city of Philadelphia, that they had adopted this arrangement in that institution, and to hear him express in strong terms, his appreciation of its superiority over any other arrangement.

What then are the reasons for this arrangement? The following may be briefly mentioned as some of them. 1st. Such an arrangement, in addition to being a most important aid in school government, best promotes the end for which children come to school. For what purpose do they come? They come to learn. To learn what? Not the shape of the teacher's platform, nor the beauty of his face, the symmetry of his form, nor the fitness of his movements. They come to learn the lessons that the teacher assigns to them. For these lessons they are held accountable. They are reported delinquent if they do not know them. The acquisition of these lessons is the great work to be accomplished in the school-room. One book after another is put into the child's hands, out of which to learn. The place to learn these lessons is the school-room. It is not one child out of ten, or an average, of those attending

our district schools, that learns any of these at home, or out of the school-room.

When, then, you bring these children into this school-room, to learn their lessons, you ought to seat them with nothing before them but the lesson they have to learn. The teacher's platform should be behind them.

2d. The teacher is the greatest object of attraction in the school-room. He is in some sense the school; for when he goes the school stops until he returns or another takes his place. Now, is it making the best arrangement for the pupils who have their lesson to learn, to place the teacher immediately before them, and thus draw off their attention from their books? He that should be the centre of attraction ought not to become the incidental cause of distraction.

3d. There is much that takes place at the teacher's platform that will attract attention. Pupils come to him for assistance. One comes to him with his Geography or Atlas; another with his Arithmetic; another with his Grammar; another for assistance in Mathematics or the Languages. These things are constantly occurring. They will attract attention. And is it a wise arrangement that tempts the pupil to neglect his lesson, or watch what is going on at the teacher's platform? Is it wise to gather these things into a central point in front of the pupils while they are engaged in study?

4th. A teacher may have cause to call up a pupil to caution or admonish him, or some one may drop into the school to see the teacher for a moment or two, or to call for a pupil. Now all these things, and many others that we have not time to name, ought to be removed from before the pupils, and placed behind them. They are all identified with the teacher and his platform.—These, therefore, ought not not to face the pupils, but to be behind them. The door of entrance to the room, too, ought to be in the rear of the pupils, and near the teacher's platform.

5th. If the pupils face the teacher they always know when he is looking at them, and will embrace the opportunity while his attention is taken up with hearing a class or some other engagement, to talk or neglect their lessons. But when the pupils sit with their backs to the teacher, they have the impression all the time that he is looking at them. If a pupil turns his face around to ascertain whether the instructor is looking at him, by the time he gets his face around the teacher's eye will be upon him. The very turning of his head will attract attention. The uniform impression on his mind is that the teacher's eye is upon him; and every effort he makes by turning his head to ascertain *whether* it is so convinces him that it *is* so. This constant impression on the mind of a pupil that the eye of his teacher is on him, has great influence in keeping him in his place and at his work.

6th. Analogy suggests that this arrangement is right. When a general arranges his army for battle, where does he take his position while the conquest is going on? Is it not behind them, where he can overlook the movements of every man, without interfering with the appropriate action of a single soldier? Shall the teacher, with his army of pupils, show them that which is to be conquered, and yet stand between them and their work?

2. Our *second* suggestion for the promotion of good government in a school is to make frequent appeals to the honor, sense of propriety, and sense of shame in the pupils. This may be done in various ways. By conversation in pri-

vate, or by remarks to them in public. By picturing to them the shame that must attend bad conduct, and the good that will result from correct deportment.

The most effectual way of reaching them is by a system of daily reports in each study, and in conduct. Let this report be made known to the pupil. Let it be read out once a week to the whole school, and make the reading of this report the occasion of remarks on the importance of application, obedience, respectful deportment, good habits, industry, perseverance, &c.

This report will exhibit the standing of each pupil, and the point at which he needs additional effort. No pupil likes to fall behind. He will thus be stimulated to exertion. Let this be followed day by day, week by week, month by month, quarter by quarter, and let a monthly or quarterly report of each pupil's standing be sent to the parent. Thus the authority of the teacher will be sustained. If *men* need line upon line, and precept upon precept, *children* need it a hundred fold more.

Throw around this system of keeping a daily and weekly report of scholarship and deportment as much character as possible. Create a popular sentiment in its favor, and make every pupil *feel* that it is disgraceful to have bad record against him for future times to look back upon.

3. For most cases these milder modes of discipline will answer. But there are cases that they will not reach. And this brings us to another mode by which good government in a school may be maintained. It accords exactly with the old idea of discipline, as we have it in the words of old Father Chaucer, in the following (way.) "As it faireth by children in schoole, that for learning arne beaten when their lessons they foryeten, commonly after a good disciplening with a yerde, they keep right wele doctrine of their schoole."

This is corporal punishment. Now is this desirable, or admissable, or necessary? We answer it is not desirable. But it is admissable and necessary in a system of school government.

The system of indiscriminate flagellation for small offenses is not a good one. Corporal punishment before the whole school, as a general thing, is not good. To this there may be exceptions. There is, however, in the minds of many, a squeamishness on the subject of corporal punishment. A teacher is often placed in a difficult position. He must please his patrons. He must please his pupils. He must please himself. He will do well to satisfy himself first, and take independent ground. A judicious teacher will be sustained in the use of the rod, as a general thing, even by those who profess to make objection to it. * * * * * * *

4. Let the heart be cultivated.—

Nothing will promote good government in a school-room more than the cultivation of the heart. Our ultimate appeal must be here. Our highest hope for good results, whether in the school-room or out of it, is here. "Out of the heart are the issues of life." This is the fountain. This is the citadel. Get this and you get all. When Sebastopol falls the Crimea will be taken. It is a fountain of good or evil. If this is rightly regulated, all will be well. Hence flow the streams of obedience or disobedience, of subordination or insubordination. Hence comes that which promotes the good government of your school or sets it aside. But how shall the heart be cultivated so as to aid the government of the school? It may be done by the teacher's example. It is an

old maxim that example speaks louder than precept. The example of a teacher exerts great controlling influence over his pupils. That example should be promotive of order and good government. He should himself be a living exhibition of the power of self-government. For a man may sometimes defeat the ends of government by governing too much, or by not governing himself.

A teacher's example, then, has influence, and nowhere can that influence be brought to bear more directly upon his pupils, and for their good, and for the support of order and good government, than in the school-room. The example of a good man will be felt, and powerfully too, by his pupils. A process of assimilation is constantly going on The more they are with him the more they will be like him.

The heart may be cultivated by frequent appeals to the conscience. And the conscience may be kept alive by bringing the young into contact with the truth. Let them hear the Sacred Scriptures read by the teacher. Let them read them themselves. Let them be brought into contact every day, by a mild necessity, with the *Truths of Revelation*, and let these truths be impressed upon them. This will improve the heart. Secure the hearts and consciences of your pupils and your government will be strong.

Let the truth of inspiration come in among them, with its influence, and your hands will be upheld. Let it come as the rains of Heaven come, to irrigate and bless. Let it come as the dew-drop comes, to sparkle and adorn, while it gives life. Let it come, as the air of heaven comes, so full and deep and fresh and free that man may walk in it, breathe and live and long to be immortal. As you would open your windows, and ventilate your rooms, and let in the fresh atmosphere, so let in the fragrant atmosphere evolved from the sacred word.—*Am. Jour. of Education.*

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From the Canada Journal of Education.

## SIMULTANEOUS ANSWERING.

One of the chief improvements in Education, made by Mr. Stow, is a method of communication, styled by him "a picturing out in words." In this method simultaneous answering holds a prominent place; and it ought, accordingly, to be clearly understood, and regularly employed by all teachers who profess to act upon the principles of his system. As far as our experience goes, there is no point in the Training System which is more frequently misunderstood and neglected, even by its professed advocates; and hence it is no wonder if persons indifferent or opposed to it, should ridicule its use. We are fully convinced that it is by far the most efficient instrument known, for the purpose of collective teaching, and consequently we are anxious to point out its use, and to guard against the perversion of it.

For obtaining simultaneous answers from a large class, no special arrangement is absolutely necessary. A thoroughly skilled teacher is able, with almost any arrangements, to elicit such answers; but, nevertheless, as a general principle, the closer the arrangement of the children, and the more complete their exposure to the eye of the teacher, the better. As these two points are best secured by a raised gallery, this should be secured, if possible, by every one

who intends habitually to employ collective teaching; and we shall for our present purpose, assume that a large class (say 60 or 70) is to be taught in such a gallery.

When any attempt has been made to deviate from the mere exercise of memory for words or facts in education, some form of questioning has been almost invariably employed. A distinction has been drawn by Mr. Stow, between questions, properly so called, and ellipses; but it goes no farther than to show that the ellipsis is merely an indirect form of questioning, calculated under suitable circumstances to carry on the current of thought or explanation more quietly and agreeably, than can be done by employing the direct form,—We may, therefore, take for granted that in every attempt to develop mental power (in contradistinction from the mere inculcation of facts,) a system of question and answer will find place. Excluding purely Catechetical Examinations, in which a set answer is given to a set question, it appears to us that there are only three kinds of answering possible; and these we shall speak of as individual, indiscriminate, and simultaneous answering. Each of these has its proper place and use in collective teaching; and what this is we shall now attempt to show.

Individual answering requires no explanation of its nature, further than to state that each child is asked one or more questions in rotation; to which it answers as well as the extent of its information will allow. When a class only is to be taught, this plan has many advantages, and it should never be neglected; but with a large class it becomes inapplicable. In the case now before us, if we allow only half a minute for the putting the question, for the childs' consideration of it, for his reply, and for the teacher's approval, rejection or modification of it, it is plain that half an hour must elapse before the same child would be questioned again. There are a few exceptional cases in which children of superior information, and great mental activity would sustain their attention through all this period; but undoubtedly the great majority, knowing by experience that they would only be questioned once an hour, would withdraw their attention, and content themselves with a desultory attempt at answering the questions addressed to them individually. The great waste of time, the bad mental habits thus induced, the consequent want of progress, and the almost inevitable disorder, from insuperable obstacles to our relying on this process alone for the instruction of large classes.

By indiscriminate answering, we understand the answers given by an indefinite number of children in a class; to a question addressed to all. This process is only too often exemplified by unskilful teachers. They ask a question, and hearing from somebody a right answer, they signify their approval, and proceed to ask another question to be answered in a similar manner. Or it may be that they observe a wrong answer, and express their disapproval, or attempt to exhibit the error by a series of similar questions answered in the same way. This is, obviously, nothing more than a conversation between the teacher and a few of his most advanced pupils, leaving the mass of the children in complete inactivity and ignorance. Those who answer, learn comparatively little, since they mostly do it from their previous knowledge; and those who do not answer, in nearly all cases, learn nothing at all, and form the very pernicious habit of listening to a speaker without making any effort to comprehend his meaning. The mistaking this for simultaneous answering, has prevented many

teachers from making efforts after a more excellent way; and has caused much discredit to be cast on collective teaching by imperfectly informed persons, such as Inspectors, or Patrons of Schools. Taken by itself, it is a practice even more inefficient than purely individual answering; and it should be carefully shunned, though as we shall now proceed to shew, methods are very valuable when properly applied.

A simultaneous answer, in our sense of the term, is an answer given by all, or by nearly all the children of a class, *as the result of a previous educative process.* Where this previous process has not taken place, the answer is merely indiscriminate, how few or many soever have united in giving it; and its value comparatively small. Questions addressed to children may involve various degrees of difficulty. If the question refers to something familiarly known, it may probably be answered by all; if, on the other hand it refers to something entirely new to the class, it may as likely be answered by none.—The real use of such extremely difficult questions consists in their serving to guide the current of thought in those directions in which the teacher wishes it to flow, to introduce a new subject, or to recall old knowledge of which he wishes to avail himself. Between these two extremes, questions of any degree of difficulty may be asked, and they constitute the first step in the educative process above alluded to. The answer given to such a question is an indiscriminate one, and the purposes it serves are chiefly to keep the more advanced numbers of the class active, to encourage thought among them, to promote a kindly species of emulation, and to carry on a process of instruction in a manner more interesting to the children, than could be done by stating each successive point of the lesson as a separate proposition. In most cases, if the questions are not reasonably difficult, perhaps an answer will be got from half a dozen children.

This answer may be right or wrong, and must be dealt with accordingly.—In either case the second part of the process now begins, and the purpose of it is to correct what may be erroneous, to complete what may be partial in the children's knowledge, and to render the information and thought of the few, the property of all. Merely allowing the children a little time to dwell upon what has just been brought before them is sometimes sufficient, and this may be done by simply inverting the answer given, and making an ellipsis; or by asking the question again in a simpler form. But, if this is not sufficient, (a point which the scarceness of the answers given will sufficiently indicate,) we must then resort to familiar illustrations of the topic under consideration.—Of course such an illustration, to be of any value must be familiar to the children, not merely to the teacher. This turning over of each successive point before the minds of the children, simplification by means of analogies, and presentation of it in various lights, if successful, makes it the property of all; and we now arrive at the third stage of the process, which is the simultaneous answer properly so called. The teacher reverts to the points which was the subject of the first indiscriminate answer; he presents it again, either as a direct question, or as an ellipsis, and the answer ought now to be given by all, or nearly all the children. The simultaneousness of this is the test of success in the preceeding part of the process; and if this is not attained, the illustration by analogies, &c., must be recommenced, however great the demand may be on the teacher's patience; and the success of this further illustration must

be tested again in the same way. Every successive step in the lesson ought to form the subject of a simultaneous answer, and be fixed in the minds of the children. No collective lesson can be given with life and effect where this is overlooked. It will infallibly degenerate into a lecture, or into something not so eminent as that.

When the proper simultaneous answer has been obtained, we shall find employment for individual answering. It is in comparatively rare cases that every child can be got to answer with all the rest, by any amount of teaching skill. There are always to be found a number of children, who from constitutional dullness, or habitual idleness, cannot be got to keep pace with their schoolfellows; and of course every teacher knows where to look for them in his own school. After every simultaneous answer, one or more of these should have his attention and exertions quickened by a question addressed to himself; and the teacher should ever be on the alert to see where they are most needed. If in addition to these he should now and then select others less markedly deficient, or even now and then the more advanced scholars, the results will be beneficial. He will be saved from making too high an estimate of the progress of favorite scholars; and will now and then discover where he needs to be more exact and more lucid, even for his most advanced pupils.

## WRITTEN EXAMINATIONS.

Frequent written reviews are among the most successful means that teachers can employ for securing thoroughness and accuracy of scholarship. Several topics are written distinctly on the blackboard, and the pupils are required to expand them as fully and accurately as possible. Each pupil is seated by himself and furnished with pen and paper; but receives no assistance from either teacher or text-book. This mode of examining a class accomplishes at least three important objects at the same time. It affords a pure test of the pupils knowledge of the subject; it is one of the best methods of cultivating freedom and accuracy in the use of language; and it furnishes a valuable discipline to the pupil's mind, by throwing him entirely on his own resources. The task of examining so many separate written exercises, and of estimating their value, increases the labor of the the teacher, but the gain to the pupil is more than an equivalent for the extra service required.—*Mass. Teacher.*

AGRICULTURAL SCHOOLS.—In the kingdom of Prussia there are five Agricultural Colleges, and a sixth is about to be opened; in these regions are taught, both by theory and practice, the highest branches of science connected with the culture and improvement of the soil. Of Agricultural schools of a more elementary order, there are ten. There are also seven schools devoted to instruction in the culture of flax; two especially devoted to instruction in the management of meadow lands; one for instruction in the management of sheep; and there are also forty-five model farms, intended to serve in introducing better modes of agriculture; in all seventy-one establishments for agricultural education, not to mention others of a kindred nature, or those private schools where the art and science of good farming are taught,

For the Journal of Education.

## PROF. BOISE, AND WEBSTER'S DICTIONARY.

Mr. Editor;—Our attention has been called to an article upon Dictionaries in your February Number, which we understand is from Prof. Boise, of Ann Arbor. We have not the slightest desire to interrupt a full and free discussion of the comparative merits of Webster's and Worcester's Dictionaries, assured that, as heretofore, the more thoroughly Dr. Webster's claims as a lexicographer are canvassed the more enduring will be his fame. Prof. B. himself as appears from his article in your issue of July last, is not reluctant to concede to him a full measure of excellence. Nor do we deem it necessary, in order that the merits of Webster be manifest, that the works of Worcester, or any other lexicographer, be disparaged.

In the discussion that has been going on in your columns between Professors Haven and Boise, we should feel that we had no right, as we certainly should have no inclination, to intrude ourselves, but that the latter in his last communication appears to have fallen into some errors in matters of fact, which, as coming more directly within our own knowledge, and made to bear injuriously and wrongfully by Professor B. upon ourselves, (though we are sure he would not do us intentional injustice,) we feel that we may claim the space to rectify.

1. Mr. B. intimates that, as in our advertisement in your January Number of "testimonials highly commendatory of Webster from *forty-nine* eminent men, of these forty-nine testimonials the dates are annexed to only *three*," the rest must be of very ancient date, or at least prior to the appearance of Worcester's larger work. The very reverse is true. Nine-tenths, at the least, and those of the strongest character, of the testimonials to Webster's Dictionaries, date since the appearance of Worcester's larger work. Thus, nearly every State Superintendent of Public Instruction in the Union, or corresponding officer, where such an one exists, has recommended Webster's Dictionary in the strongest terms. Among these are those of Maine, New Hampshire, Vermont Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Louisiana, Kentucky, Indiana, Illinois, Missouri, Michigan, Iowa, Wisconsin, Minnesota, California, and including Canada, TWENTY-ONE.

*Every one of these dates subsequent to the appearance of Worcester's* 8*vo.* and many of them are very much like the following:

*From Hon. E. C. Davis, State Superintendent of Public Instruction.*

ST. JOSEPH, MO., November 10, 1854.

Webster is my standard, first, last, and all the time. E. C. DAVIS,

So too the Normal Schools of Massachusetts, There have been five of these, four of them State Institutions, owned by the commonwealth and under the control and guidance of its officers. Yet from the Principals of ALL of these, have we the strongest testimonials, favoring Webster, and all dating within the last eighteen months. Here is one:

From Professor Conant, Principal of the Bridgewater State Normal School.

*Bridgewater State Normal School, September* 25, 1854.

MESSRS MERRIAM: Like every one else who has taken the pains to examine the merits of the various English Dictionaries, I am fully impressed with the superiority of Webster's over all others. It is thorough and systematic: and though in some instan-

ces not agreeing with the orthography and pronunciation which certain individuals, cliques, and small communities may at present follow I nevertheless regard it as the *Standard* Dictionary for all deep and correct knowledge of the English language We use it as such in this institution. M. CONANT, Principal of said institution.

What stronger or more recent educational testimony could be adduced than the foregoing of State Superintendents and State Normal Schools! And is it not these very educators,—these leading minds of the country who are giving direction to the training of the young, which do determine, and are to determine, what shall be the usage and the recognized standard, in matters of Orthography, Pronunciation, and the use of language?

But to the particular case to which Prof. Boies alludes. Almost the entire mass of testimony in our advertisement in your January Number to which he refers, dates subsequent to the period when Worcester was fully before the public. Of this number are the letters of Presidents Day of Yale, Bates of Middlebury, Olin of Wesleyan University, Fisk of do Middletown, Hitchcock of Amherst, Humphrey of do., Sparks of Harvard, Woolsey of Yale, Frelinghuysen of New York University, Larrabee, Beecher, Mann, Professors Stone, Allen, Biehl, Gieger, Tyler, Fiske, &c. Thomas Dick, Lord Brougham, William H. Prescott, George Bancroft, G. P. R. James, Washington Irving, Daniel Webster, Henry Clay, Lewis Cass, Thomas H. Benton, Robert C. Winthrop, John C. Spencer, Presidents Polk, Taylor and Fillmore, &c.

With the multiplicity of letters in our possession from sources like these, it becomes a matter of absolute necessity, in publishing them, often, in order to bring a large number within the limited space of our advertisement, to omit dates and that which is not material, as titles, &c. It is hardly exaggeration to say, that a volume like Webster's Unabridged would almost be required to publish in full the entire mass of testimony we have received on this subject.

2. Mr. Boise remarks as follows:—"Another point struck me forcibly.—Several of the testimonials were from men who are now known to prefer Worcester to Webster. I will give one example. The following letter appears from President Hitchcock:

'I have been in the habit of using Dr. Webster's Dictionary for several years past, in preference to all others, because it excels them all, so far as I know, in giving and defining scientific terms.'

Notice that this letter is without date. On Oct. 3, 1855, President Hitchcock wrote as follows:

'Having been in the habit of using the 'Universal and Critical Dictionary, (the title of Dr. Worcesters principal work) *almost exclusively for several years*, I shall welcome the new one with its improvements and additions.'"

President Hitchcock's letter expressing his strong "preference to all others," of Webster's Dictionary, was of a date subsequent to the appearance of Worcester, and when that work was fully before the public. Knowing, therefore, his high estimation of Webster, and assured that the seeming inconsistency of his letters to ourselves and Mr. Worcester was *but* seeming, and not real, we addressed a note of inquiry to him, the reply to which fully confirms our opinion. After remarking, "I regret that a mere letter of thanks for a copy of Worcester's Dictionary, should have been used as an advertisement," &c., and adding, "But though it be a fact that I have for several years used Worcester almost exclusively, it was a matter more of accident than otherwise, and I did not mean thereby to convey the impression that I thought Worcester's Dictionary superior to Webster's," he writes thus:—

"AMHERST COLLEGE, Feb. 5, 1856.

"In my family, one member keeps on his or her study table a copy of Webster's Dictionary; another, Worcester's; another, Walker's; &c. For several years past, Worcester's fell to my lot, as Webster's did for several years before. I have become much attached to both of them, and consider them of very high literary merit. Certainly they have both answered my purpose exceedingly well; and I am quite ignorant of the merits of the controversies that have been carried on by their friends, not having read a single page. But were I asked which of these Dictionaries I should upon the whole regard as most desirable, when only one could be possessed, I SHOULD NOT HESITATE TO SELECT WEBSTER'S. EDWARD HITCHCOCK

President Hitchcock thus fully exonerates himself from any inconsistency, and although "time moves on," as Prof. Boise remarks, yet Pres. H. retains his decided preference of Webster. Nor do we claim it otherwise than strictly true to say, that the cases are very rare indeed, in which, if the question were directly put, the response would be otherwise than Pres. Hitchcock's:—"*When only one could be possessed, I should not hesitate to select Webster's.*" Of all the letters to Mr. Worcester, to which Mr. B ise refers, hardly a single writer,—not a name of eminence, we believe,—expresses a preference of Worcester over Webster, or is other than as was Pres. Hitchcock's, a courteous acknowledgement of a copy of his work sent by Mr. Worcester to the writer.

Mr Boise remarks, "I have not space for other similar examples," [of a subsequent preference for Worcester by one who had formerly commended Webster.] Will he be kind enough to point them out? They do not appear in any published commendations of Worcester that now occur to us. On the contrary the strongest testimonials favorable to Worcester were given previous to the appearance of Webster's revised edition, and are now published without date; the letters recently published are acknowledgements of a copy of his late school dictionary, and not his large work: while as we have said, the expressions of preference for Webster over all others date, very generally, subsequent to the appearance of Worcester's principal work. We beg to submit a specimen, both recent, from the same gentleman, President COLLINS—of Dickinson College—and would particularly invite the attention of Prof. Boise to the *dates:*

"CARLISLE, Pa., Oct. 5, 1855.

"I have to acknowledge the receipt from you of a copy of your [Worcester's] "Pronouncing, Explanatory, and Synonymous Dictionary of the English Language." After giving it a somewhat careful examination, I take pleasure in saying that it seems to me to fulfil the conditions of a common reference Dictionary more perfectly than any one now before the public. I shall recommend to the college bookseller to order it for the use of the students.

"C. COLLINS."

DICKINSON COLLEGE, Jan. 15, 1856.

"MESSRS. G. & C. MERRIAM.—Dear Sirs,—I take the earliest opportunity to acknowledge the receipt of the package which you did me the honor to send, containing Webster's Unabridged, and the School, High School and Academic Dictionaries, prepared from the same author.

The small dictionaries, in size and completeness of vocabulary, seem well adapted for the different grades of schools which the titles indicate. Based on the Unabridged Dictionary of Noah Webster, which is now the highest authority, I see nothing to be desired in Common School Dictionaries which is not here adequately supplied.

The Unabridged Dictionary of Dr. Webster I adopted as my standard many years since. Its orthoepy is that which is authorized by the most elegant use in England and America. The few changes in orthography which Webster is charged with introducing without due authority, were already authorized by good use, and plainly in the direction towards which improvements in the language were tending. Suffi-

cient evidence of this is found in the fact that these innovations have since, for the most part, become established beyond the power of reversal. In richness of etymology, accuracy of definition and completeness of vocabulary, I consider that Webster approximates more nearly to a perfect Dictionary of the English language than any one now before the public or that has ever been published. It is indeed such a Thesaurus of word-knowledge that the library of the scholar is incomplete without it:

"I remain, your obedient servant,

"C. COLLINS."

We will cite one more example, as bearing on another point:

"NEW YORK, Feb. 21, 1849.

"Messrs G. & C. Merriam.—Gentlemen,—I beg you to accept my thanks for the very splendid copy of your edition of WEBSTER'S DICTIONARY, which you have had the kindness to send me; and I assure you I feel deeply sensible of this mark of your consideration and good will. I must frankly tell you, however, that though I consider this lexicon in many respects THE BEST IN OUR LANGUAGE, *and find it an invaluable vade mecum*, yet I do not make it my standard for orthography in the publicatfon of my works. My reason simply is that it differs occasionally from the orthography in use among the best London publishers.* With high respect and regard, I am, gentlemen, Your obliged and humble servant,

"WASHINGTON IRVING."

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* The English usage, however, is fast conforming to Dr. Webster's system, and Mr. Irving's writings, in recent editions, have likewise adopted some of his peculiarities.

"SUNNY SIDE, N. Y., Oct. 3, 1855.

"Accept my thanks for the copy of your Pronouncing, Explanatory, and Synonymous Dictionary, [Worcester's,] which you have had the kindness to send me. As far as I have had time to examine it, it gives me great satisfaction, and appears to me to be well calculated to fulfil the purpose for which it professes to be intended—to supply the wants of common schools, and to be a sufficient manual for schools of a higher order.

"WASHINGTON IRVING."

Please to mark in these two letters *what* Mr Irving says, and then judge which of these two lexicographers has his preference. Mr Webster does not adopt Webster's authority, making his guide London usage. But that usage is opposed alike to Webster and Worcester,—nor is it essential to an intelligent appreciation of, and preference for, Webster, that every one of his views be adopted. No lexicographer, deserving the name, or with any pretensions to scholarship and opinions of his own, could expect such a blind acquiesence in all its details, by other minds of original thought and equal scholarship. We might cite the letters of Mr. Prescott, with equal pertinence. Mr. Boise mentions the names of "Judge McLean, Edward Everett, Washington Irving, William H. Prescott, Francis Bowen, Pres. Nott, Pres. Quincy, Pres. Stearns, Pres. Hitchcock, and others," and speaks of them as giving "the verdict of the foremost literary men of our country in favor of Worcester!" But *not one* of those literary gentlemen has expressed any such opinion as a preference of Worcester over Webster, while Pres. Hitchcock, Washington Irving, William H. Prescott, and any who have expressed any opinion as to both, give expression to views bearing a very different construction. While George Bancroft, who has never expressed any opinion of Worcester, says of Webster

"The etymological part surpasses any thing that has been done for the English language by any earlier labors in the same field."

And Daniel Webster, Robert C. Winthrop, Theodore Frelinghuysen, Thos. H. Benton, Lewis Cass, and others, hardly less eminent as scholars than as

statesmen, say of Webster, "We recommend it to all who desire to possess THE MOST COMPLETE, ACCURATE, AND RELIABLE DICTIONARY OF THE ENGLISH LANGUAGE," and this was said when Worcester was fully before the public.

In this connexion permit us to say that while it is conceded, even by our Worcester friends, since the fact is quite incontrovertible, that nineteen-twentieths of the school books of the country are based on Webster's system, and the educators of the country are equally favorable to the recognition of Webster as a standard, and so show conclusively what is to be the final usage,—the assertion so often made that the ripe scholars and eminent literary men of the land give a verdict "in favor of Worcester" as their preference is entirely unsubstantiated and unsusceptible of proof. Many of them, like Irving, accustomed to the old usage in orthography in early life, do not readily adopt Webster's system in all respects; but even here they prefer, like Irving, old English usage,—alike diverse from Webster *and* Worcester; or, more frequently follow early habit in this respect, with no special standard. Such even, is English usage, which yet, as Worcester himself has done, more and more draws to a conformity to Webster.

Take now a single fact, and which being from across the water, and in that land where English literature has had almost its entire history, may be supposed to have arisen from an intelligent and impartial comparative appreciation of Webster and Worcester. When Worcester's large Dictionary was stereotyped in this country, a duplicate set of plates was taken from the same casts. These were sent to Europe and offered to a leading London publisher, from which to publish the work in Great Britain. He said, to one of the most eminent booksellers of this country—late of Boston, now deceased, then on a visit to England—"Webster is the only one to succeed here." Subsequently an edition of Worcester was issued in London from these plates, but the paragraph in the Preface in which the author says he is not aware of "having taken a single word or the definition of a word" from Webster, is carefully stricken out. The title page says, "*Compiled from the materials of* NOAH WEBSTER, L. L. D., by Joseph E. Worcester," and the book is lettered on the back, "WEBSTER'S AND WORCESTER'S DICTIONARY." We have the work now before us.

Neither Mr. Worcester nor any of his friends could have been privy to, or justify the morality of, this act, but rightfully censure it. Yet does it not show, conclusively, the comparative estimation of Webster, where no suspicion of interested motives could be supposed to have influenced public opinion?

We beg pardon for asking the indulgence of so much of your valuable space. Prof. Boise' remarks seems to cast some imputations upon our business integrity, and we feel we may rightfully ask the space to put the subject right.—There are some matters of a similar character in one of his former communications, to which we have a perfect response, but we forbear. We are sure Prof. B., with his position, character and influence, only desires in this discussion the true educational interests of his young countrymen. If Dr. Webster's works cannot most effectually subserve these, they should not stand. The testimony of the most distinguished educators through the country has certainly been given in their favor with a unanimity never known in regard to any other educational works.

We beg to refer to our extracts of testimonials in your advertising columns, *with dates recent enough to satisfy Prof. Boise, we hope.*

We may add that never have the testimonials to Webster's superiority been stronger or more numerous than during the past year, as witness that of the Principals of *forty-five* of the Academies and higher Seminaries of Vermont, nearly every one in the State: and this is the language of the record to which each appends his signature: "We recognize WEBSTER'S DICTIONARY as the standard authority in *Pronunciation, Orthography and Definitions*, and so recommend it to the schools under our charge"

G. & C. MERRIAM.

Springfield, Mass., Feb., 1856.

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HOME LIFE.—Extract from Gov. Wright's address, before the New York State Agricultural Society:

"At the base of the prosperity of any people lies this great principle—*Make labor fashionable at home.* Educate, instruct, encourage; and offer all the incentives you can offer, to give interest and dignity to labor at *home*: Enlist the heart and the intellect of the *family* in the support of a domestic system that will make labor attractive at the homestead. By means of the powerful influences of early home education, endeavor to invest practical labor with an interest that will cheer the heart of each member of the family; and thereby you will give to your household the grace, peace, refinement and attraction which God designed a *home* should posess.

The truth is, we must *talk* more—*think* more, *work* more, and *act* more in reference to the questions relating to *home.*

The training and improving of the physical, intellectual, social and moral powers and sentiments of the youth of our country, requires something more than the school house, academy, college and university.—The young mind should receive judicious traning in the field, in the garden, in the barn, in the work-shop, in the parlor, in the kitchen—in a word, arround the hearthstone at *home.*

Whatever intellectual attainments your son may have acquired, he is unfit to go forth into society if he has not had thrown around him the genial and purifying influences of parents, sisters, brothers, and the *man-saving* influence of the family government. The nation must look for virtue, wisdom, and strength, to the education that controls and shapes the *home policy* of the family circle.—There can be no love of country where there is no love of home. Patriotism, true and genuine, the only kind worthy of the name, derives its mighty strength from fountains that gush out around the hearth stone; and those who forget to cherish the household interests will soon learn to look with indifference upon the interests of their common country."

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SMART CHILDREN.—A writer in Blackwood's Magazine thus discourses on the subject of trying to stick "book larnin" in the heads of children while yet "babies:"

How I have heard you, Eusebius, pity the poor children! I remember

your looking at a group of them, and reflecting, "For of such is the kingdom of heaven;" and turning away thoughtfully, and saying, "Of such is the kingdom of trade!" A child of three years of age, with a book in its infant hand, is a fearful sight. It is too often the death warrant, such as condemned stpidity looks at—fatal, yet beyond his comprehension. What should a child three years old—nay, five or six years old—be taught? Strong meats for weak digestions make not bodily strength. Let there be nursery tales and nursery rhymes. I would say to every parent, especially every mother, sing to your children; tell them pleasant stories; if in the country be not too careful lest they get a little dirt upon their hands and clothes; earth is very much akin to us all, and in children's out-of-door play, soils them not inwardly.—There is in it a kind of consanguinity between all creatures; by it we touch upon the common sympathy of our first substance, and beget a kindness for our poor relations, the brutes. Let children have a free, open-air sport, and fear not though they make an acquaintance with the pigs, the donkeys and the chickens—they may form worse friendships with the wiser-looking ones; encourage a familiarity with all that love to court them—dumb animals love children, and children love them. There is a language among them which the world's language obliterates in the elders. It is of more importance that you should make your children loving; then,than that you should make them wise, that is, book wise. Above all things,make them loving, then they will be gentle and good; so also parents, if you become old and poor, these will be better than friends, for they will never neglect you. Children brought up lovingly at your knees, will never shut their doors upon you, and point where they would have you go.

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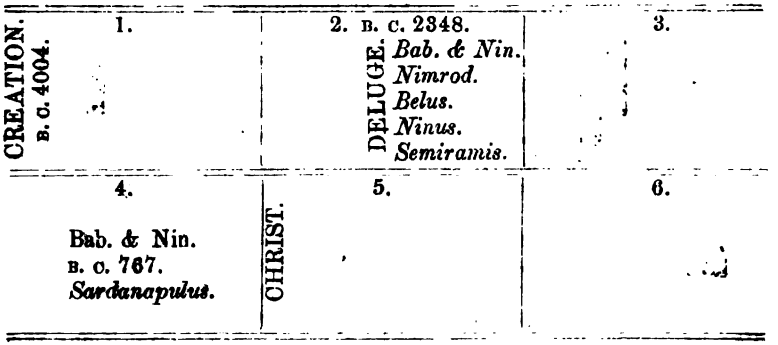
# Youths' Department.

EDUCATION OF THE ROYAL CHILDREN.—The education of the royal children (observes the Court Journal,) being a matter in which all must feel interested, a few details of the manner in which the day of the royal children is divided, may perhaps be entertaining to our readers.—A primary regard is paid to moral and religious duties. They rise early, breakfast at eight, and dine at two. Their various occupations are allotted out with almost military exactness. One hour finds them engaged in the study of the ancient, another, of the modern authors, their acquaintanceship with languages being first founded on a thorough knowledge of their grammatical construction, and afterwards familiarized and perfected by conversation. Next, they are trained in those military exercises which give dignity and bearing. Another hour is agreeably filled up with the lighter accomplishments of music and dancing. Again the happy little party assemble in the riding-school, where they may be seen deeply interested in the various evolutions of the *menage*. Thence—while drawing and the further exercise of music, and the lighter accomplishments call off the attention of their sisters—the young Princes proceed to busily engage themselves in a carpenter's shop fitted up expressly for them,

at the wish of the Royal Consort, with a turning lath, and other tools essential to a perfect knowledge of the craft. Thus they early become, not only theoretically, but practically acquainted with the useful arts of life A small labratory is occasionally brought into requisition, at the instance also of their Royal father, and the minds of the children are thus led up from a contemplation of the curiosities of chemical science and the wonders of nature to an inquiry into their causes. This done, the young carpenters and students throw down their saws and axes, unbuckle their philosophy, and shoulder their minature percussion-guns—which they handle with the dexterity of practised sportsmen—for a shooting stroll through the royal gardens. The evening meal, the preparation for the morning's lessons, and brief religious instruction, close the day.—*Court Journal.*

## TALES OF HISTORY.—No. 2.




At the lecture hour, Mr Adams, after questioning his pupils on the lecture of the preceding day, (See Jan. No.,) resumed his tales of history.

You will be little benefitted, my dear children, by reading or studying history unless you remember something of the chronology or dates. If you will look carefully at this diagram, it will greatly aid you to fix proper ideas of historic time in your minds. Remember each space represents 1000 years. Reflect what a long time 1000 years are. How long is it since America was discovered? "Three hundred and sixty years ago last October," replied some of the boys- Yes; and remember that all this long history of the settlement of the Colonies, the wars of the Revolution and the growth of the United States has occupied only a little more than one-third of one of these spaces.

All history now counts from the birth of Christ, our Saviour, and every event is dated so many years before Christ (B. C.) or after Christ, marked A. D. (These letters stand for "the year of our Lord.") Our Lord Jesus Christ was born as you may observe, in the begining of the fifth 1000 yrs. There were 4004 years of history before his birth and we are now in the 1856th. year after his birth. Of the first 3 periods marked in our diagram we have no authentic history except the Bible. It was too long ago. Perhaps the people did not know how to write or their writings are all lost. Some stories or traditions

however have been handed down, and now as Mr. Ledyard the English traveler is digging up the buried ruins of the old cities of Babylon and Nineveh which were built soon after the flood, we may soon know more of those old times.

After the waters of the Deluge had dried away, the people increased rapidly, and as they were all the children or grand children and so on, of Noah they were all relatives, and spoke the same language. Leaving Mount Arrarat, where the Ark had rested, they came, about 100 years after the flood, to the plains of Shinar, lying between the great rivers Euphrates and Tigris which you see on the map of Asia, and there began to build a city and tower. So you see they were not savages in those days. Some of the largest and most magnificent cities that mankind have ever made were built soon after the flood, in this second 1000 years. Noah was still living when the people were building this city and tower of Bable, but it seems that a great hero named Nimrod had the command. Perhaps Noah was not with them; indeed if he had been present with them they might not have acted so wickedly, and offended God as they did. Some say that Noah had gone away to the east with some of his children and settled in China.

The main object of the people in building Bable was to keep together and not get scattered over the earth, but God wanted the earth settled. He had made beautiful lands, hills and plains and forests, and He wished them to be inhabited. He therefore disliked the plan of the people to keep together, and to prevent it he miraculously changed their language, and made some speak one language and some another. This scattered them abroad. Ham one of Noah's sons, went, probably, to Africa with a part of his children, Japheth, another son, went to Europe and Shem remained in Asia.

But Babel, or Babylon, was not deserted. Nimrod made it the capital of his empire, and soon after, Ashur, another chieftain, went out and founded the Assyrian empire and built Nineveh, its capital. We should have noticed that Nimrod was a grandson of Ham, and did not accompany his grandfather to Africa. Hence the Babylonians were relatives of the Egyptians and Arabs.

We know but little more about the old kingdoms of Babylon and Nineveh. After Nimrod came Belus, unless, as some suppose, Belus was Nimrod himself under another name. Belus greatly enlarged Babylon till it became a vast and magnificent city. After Belus came his son Ninus, who is said to have built Nineveh, and if so he must have been the same as Ashur. Semiramis, the wife of Ninus, was a woman of great energy, and after her husband's death made many additions to the kingdom. She still further beautified Babylon, and made it her capital.

All these persons lived in the latter part of the second period of a thousand years. And after their time we know almost nothing of these Babylonians and Assyrians for about 1400 years. About 840 years before Christ the prophet Jonah visited Nineveh to preach to the people, who were very wicked.—He found it a vast city still, so large as to be three days journey around it. It had then been standing about 1400 years. A hundred years after Jonah, Sardanapulus, a poor, weak king, ruled, and three of his generals putting him to death, ended the old empire of Babylon and established three new kingdoms in its place. Pul, one of these generals, became king of Assyria; Belesis, another, became king of Babylon, and Arbaces, the third, took the kingdom of Media.

Thus we have, as you see, no history of Babylon through the third 1000 years. But those were busy years no doubt, and we have interesting accounts of other nations in that time.

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From Forester's Playmate.

## WALTER'S EXPERIMENTS.

Come, Grandfather; Walter's ready.

I had promised my grandson Walter, that I would come and see what he was going to do. Helen called me.

Sure enough, Walter had got a table spread with "properties" before him; and a lively company of schoolmates crowded the room.

I cared more to see the children's wondering faces than to see the experiments which delighted them.

"Is there any one here that dares put his pocket handkerchief into the lamp?" asked Walter. "Can any one do it without burning his handkerchief?"

Several looked at their neighbors, but said not a word to so rash a proposition.

"Do you see?" said Walter; and he passed a particular spot of his silk handkerchief over the tip—the hottest part—of the flame. This he repeated several times, and the handkerchief was shown to be uninjured!

While all were guessing how this could be, Walter dropped a stout spoon over which the hankerchief had been strained.

"Before telling you anything more than what the spoon has already, let me melt a lead bullet in a paper furnace," continued Walter.

What now! Here was something I had not seen before.

"A good bullet, you see," said Walter. I took it, and pronounced it hard and heavy enough to kill a buffalo—if it hit him.

Walter folded the bullet in a piece of paper very smoothly, and then held it over the lamp, a trifle above the flame. The paper stood it finely, and in a minute or so, down through it came a gush of melted lead!

I begged Walter to tell us all now how it was done.

"You know," said Walter, "that water won't boil with a piece of ice in it, no matter how hot the fire. You can't heat the water till the ice is melted.—The ice absorbs—takes in—the heat. Now here the hankerchief could not heat while flat on a cold spoon. Nor could the paper get very hot while the lead, so near, was cold. That took in about all the heat, as *somebody* yesterday did the snowballs, and when *it* could stand it longer, like him, it ran!"

This allusion to a great battle of the day before—not in the Crimea, but *in the snow*—where one lad, not bad with a ball, challenged (to his sorrow) some half a dozen, was received with great applause. I hoped Walter would not hurt a mate's feelings, or seem rude to a guest, but I saw it was well taken all round.

"Now," said Walter, "as we need a little extra light this evening, I will make some gas, before we go any further. I have filled this tobacco pipe with walnut meats. I stop up the bowl with some moist clay, and set the pipe into this dish of coals. The heat will soon change the oil in the meats into

gas, which will stream out through the stem;—I touch it with the light—see! it burns!"

This pretty experiment gave them great satisfaction. Walter then asked George to please get him a fresh snow-ball.

"Now," said Walter, "you won't believe, perhaps, that snowballs will *burn*, although we all admit it's apt to feel warm when they strike *hard!* But see, I will find a place on this ball by turning it about in the flame where it will catch, I know."

Well, sure enough, it *did* burn! When all had seen it for a minute, Walter blew it out hastily, saying, "that it might ignite the snow outside, and spoil the capital sleighing."

Burning snow! Well, this was funny enough. One boy guessed he turned something on. That, all said, couldn't be, for we looked right at him all the time.

"Perhaps," said Walter, "it will throw a little light on the matter if I light this candle. Walter took a short candle—I thought it looked very much like one I had seen him whittling out of a big Baldwin apple! But this had a wick to it—a black wick!

Walter lighted it. Well said! An apple candle burning beautifully!

Before it had burned very long—perhaps I ought to say, before it had burned very *short*, Walter put out the light by putting it all *in*—to his mouth.

We all thought we saw the *end* of a candle when it was in sight. Now that the young Fire King had eaten it up—that it had disappeared—we were quite sure of it.

I must cut short this "report" by adding that the wick to the candle was a bit of the meat of an English walnut, and that we were confounded with the burning snow *after* Walter was heard begging of his mother a piece of camphor *gum!* He declared with apparent seriousness that we must be the judges whether the snow really burned or not, as we saw the experiment. And so we did. I must confess that it looked as though it did. Still we had our doubts.

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SATURN'S RINGS.—In a recent American work entitled "The New Theory of the Creation and Deluge," among other startling predictions it is stated that "it is probable the rings which surround Saturn are composed of water, snow or ice, which, at some future time, may descend and deluge that planet, as ours was deluged in the days of the patriarch Noah!" It now appears that this event is likely to take place a little sooner than was anticipated, for Sir David Brewster says: "Mr. Otto Struve and Mr. Bond have lately studied, with the great Munich telescope, at the observatory of Pulkoway, the third ring of Saturn, which Mr. Lassels and Mr. Bond discovered to be fluid. These astronomers are of opinion that this fluid ring is not of very recent formation, and that it is not subject to rapid change; and they have come to the extraordinary conclusion that the inner border of the ring has, since the time of Huygen, been gradually approaching to the body of Saturn; and that we may expect, sooner or later—perhaps in some dozen of years—*to* see the rings unite with the body of the planet."

HAPPINESS.—Happiness is to be attained in the accustomed chair by the fireside, more than in the honorary occupation of civic offices; in a wife's love infinitely more than in the favor of all human beings else; in children's innocent and joyous prattle, more than in the hearing of flattery; in the reciprocation of little and frequent kindness between friend and friend, more than in some occasional and dearly-bought indulgences; in the virtue of contentment more than in the anxious achievements of wealth, distinction and grandeur; in change of heart more than in change of circumstances; in full, firm trust in Providence, more than in hoping for fortune's favor; in growing taste for the beauties of nature, more than in fee-simple inheritance of whole acres of land; in the observance of neatness and regularity; household virtues, rather than in the means of ostentatious, and, therefore rare display; in a handmaiden's cheerfulness, more than in the improved tone of politeness; and in the friendship of our next door neighbor, more than the condescending notice of my lord duke.

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THE PROPERTIES OF NUMBERS.—Curious properties of numbers do not lie immediately in the track of the mathematical investigator. There will probably, however, be a new light thrown on them at no distant period; and those strange and beautiful laws whose uses we cannot ascertain, will be justified even to utilitarians.

The following, which (simple as they are) I do not remember to have seen any where enunciated, may be productive of some interest to the younger readers of the *Journal of Education.*

1. Any number of eight places consisting of any four figures repeated, is divisible by 73 and 137. *Ex. gr.:*

98329832 divided by 73 = 1346984;
11021102 " 137 = 80446.

II. Any number of eighteen places, consisting of any nine figures repeated, is divisible by 7, 11, 13, and 19.

II. Any number of sixteen places, consisting of any eight figures repeated, is divisible by 17, &c.

The following properties—for which *vide* Wood's Algebra—are curious:

Any number divided by 6 leaves the same remainder as its cube divided by 6.

The difference of the squares of any two odd numbers is divisible by 8.

The difference of the squares of any two prime numbers, above 5, is divisible by 24.

Any number of 4 digits is divisible by 7, if the first and last digits be the same, and the digits in the place of hundreds double that in the place of tens. —*Canada Journal of Education.*

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## ANSWERS AND QUESTIONS.

MR. EDITOR.—As I have a little time now for using the pen, a few remarks on the mathematical problems in the February No. of the Journal, may not be out of the way.

1st. The algebraic. The statement in the latter part of this problem would cause the numbers required, to be to each other as 1 to 2, but the first part

says they are as 2 to 5. Hence the PROBLEM is one of contradiction.

2d. This problem might at first appear to be an indeterminate one, as the data would furnish but three independent equations with FOUR unknown quantities. But it may be easily demonstrated by algebra, that any four numbers in arithmetical progression are always such, that the difference of the squares of the 1st and 4th is three times that of the 2nd and 3d.

Therefore as the digits of the number required in this question have this same relation, (that is $60 = 3 \times 20$,) hence the digits are in arithmetical progression. This fact understood, the problem may be stated with two letters of unknown value and two independent equations easily formed from which the required number may be found to be 2, 4, 6, 8.

3d. This is an unlimited problem, as the two conditions given are identical with each other; that is, nothing can be determined from the first condition but what can be from the other.

Any two numbers that are to each other as 3 to 5 will satisfy all the requirements of this question.

The next three problems are all definite and not difficult of solution.

While passing my judgment, I will present a question for the scientific.

Why may not the square root, cube root, or any other of the numbers 2, 5, 7, 11, and others similar be worked out so that the fractional part of the root can be expressed exactly by a vulgar fraction instead of being extended on in a decimal without ever being able to arrive at a perfect result. Is it merely because no one has yet learned to take proper advantage of numbers, or because the thing is impossible? I propose to show in the next No. that the decimal part of the root of a surd does not perfectly exist either in the form of a decimal or vulgar fraction.

That the side of a square acre exactly, does not exist in numbers.

That most of our mathemetical tables used by surveyors, engineers and astronomers can never be perfectly formed.

Perhaps some others would like to present something on this same point that would solve the mystery as it appears to be to most.

J. B. MOTT.

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# Editor's Table.

WINTER has passed but not the cold weather. People, with frosty breath, still continue to declare as they have done for these two last, long, (cold contracts every thing but the weather) *cold* COLD COLD months, that this is the coldest season they have ever known, and to wonder when it will be warmer. Sunny, genial Spring will have more than her usual work to unlock dame Nature's doors, and get fields and forests clothed in their summer clothes again.

Rumors of Peace in Europe are at length more decided in their tone, but alas! our own national sky looks squally with gathering war clouds. The disagreement between the English government and ours concerning the construction of the treaty in reference to the occupation of central America seems ripening into an entire rupture of amicable relations. We would gladly be-

lieve that we (John Bull and Jonathan), had so far emerged from barbarism as to make an appeal to arms between us an impossibility. For one we do not believe that any circumstances now possible can justify a war between us. It is now time that a new theory of national life be inaugurated, and that the great brotherhood of nations no longer regard each other as rivals whose growth and prosperity are to be watched and kept in check. If the governments, with their stately punctilios, cannot settle this central American question let an appeal be made in some way to the "power behind the throne," the sterling and reliable Christian common sense of the American and English people, or an arbiter be chosen.

Over our Western border seems gathering a still gloomier and more threatening cloud. The mutter of the gathering storm has startled the whole country and reached the very halls of our national Capitol. No question at this hour so occupies and agitates the whole American mind as this, Shall Kansas be free? Much as we deplore war, we deplore Slavery, which is only a sort of perpetual war, more. We confess to strong hopes for Kansas and then for freedom throughout the land.

LENAWEE CO. TEACHERS' ASSOCIATION.—The teachers of Lenawee were out in force at Tecumseh the 22d and 23d ult. A county association was formed by the adoption of a Constitution and the election of a Board of Officers F. Hubbard, of Adrian, was elected President, E. C. Crane, of Hudson, Rec. Sec'y, and E. Willetts, of Adrian, Cor. Sec'y. The names of the other officers we failed to obtain. Spirited discussions on practical questions filled up the day sessions. An essay full of fun and philosophy on "The Teacher's Profession," was read by E. Willetts, A. B., and an address on "The Teacher's Mission," was delivered on Friday evening. The meeting was a good one, and our friends have reason to take courage. Lenawee Co. has many able teachers, and is moving right onward in the great work of popular education. Another meeting of the Association was appointed to be held at Hudson the 30th and 31st of May next, and an excellent programme of proceedings announced.

We were shown by Judge Stacy and — Baxter, Esq., the plan of a new Union School building to be erected at Tecumseh. It is to be of brick, three stories in height, 80 ft. by 40 on the ground. Two square towers, 14 by 16 and 14 by 14 ft. one on each side, and extending above the main building, afford room for entrance halls and stairs, and give a unique and beautiful appearance to the external architecture. The contract for the building, exclusive of the blinds and of the furniture, has been let for $10,850. The public schools of Tecumseh are under the efficient charge of E. A. Dickinson, A. B. an experienced teacher, whom we are glad to welcome to the corps of Michigan teachers.

THE BATTLE OF THE DICTIONARIES.—We admit this month a reply to Prof. Boise from Messrs Merriam. With this we must close at present our pages to this subject;—other and more important interests demand our space. Dr. Haven had sent in an article defending his former ground, but at his request it was omitted in favor of the article prepared by the Messrs M. The controversy has accomplished our purpose in its publication if it has enabled the friends of popular education to proceed more intelligently in the work of providing a

standard dictionary for each public school room in the State. Our opinion remains unchanged that the measure is a wise and practical one, and we hope to see the day when every teacher's desk within the State shall be provided with such a dictionary, and every child shall have access to it.

We ask good heed to our present number. It will repay earnest perusal.

"Our Journal." Fellow Teachers, "our Journal" demands our earnest efforts. Now is a good time to get new subscriptions. Give it one good, honest, hearty, earnest, triumphant effort. Do this act of justice to yourselves and to the Educational interests of our beloved State. Honor your Journal and it will honor you.

To Correspondents.—The committee on prize essays have presented none for publication. There was several containing much excellent thought, but marred by some defects which forbid their insertion in our pages.

Books due as prizes and premiums will be forwarded this month. They were ordered in Dec., but for some reason failed to reach us in time for an early distribution.

The chapter of the Four Students written for this number, was mislaid till too late for insertion. Several other articles lay over till next month.

State Teachers' Association.—We have received, but too late for insertion, the circular of the Sup. of Public Instruction, announcing the times and places of the Spring Institutes, as follows:

At Battle Creek, beginning, March 17.
At Cassopolis, beginning, March 17.
At Ypsilanti, beginning, March 31.
Each Institute will continue in session ten working days. Teachers rally!

—— A Teachers' Association for the town of Plymouth, Wayne Co., was organized at Northville the 3d ult. J. S. Tibbets, Esq., the President, to whom we hereby tender thanks for an early and interesting account of the meeting, writes, "There was a goodly attendance and a lively interest, notwithstanding the severity of the weather. The meeting adjourned to meet in another part of the town, in two weeks. The initiatory step has thus been taken, and we mean to keep the ball rolling." May God speed them!

Northville, Feb. 25th, 1856.

Prof. Gregory.—Dear Sir,—Our Convention of Schools which we have had in contemplation during the winter, was held on the 22d of this month. At about nine o'clock in the morning of that beautiful day there came wafted upon the mellow breeze and the soft sunshine the sound of merry bells; and anon the shout of infant voices heralding forth the joy with which their little hearts were pressed. In a short time eight schools, numbering about 250 were in their places awaiting their time to appear upon the rostrum, and submit to such a truthful examination as should bring out the following facts, viz:

1. Their character for punctual attendance.

This was indicated by comparing the whole with the average number in attendance during the winter and the number present on that occasion. In some instances these three numbers were nearly equal.

2d. The discipline of each school as, indicated by their conduct being seated together under the care of the Teacher during the day.

3d. The manner of arranging and questioning classes. Of this we had an example given by each school upon the rostrum.

4th. A set of writing books was submitted for examination by each school.

Of the character of our schools, as thus indicated, I feel myself too much a party concerned to undertake to speak, and will only say that the oft repeated applause which came from all parts of the house, crowded with parents and friends of education, was most flattering.

I am sorry to say that when the hour arrived when the children had been promised an address, either by Mr Smith or yourself, we were unable to give them any information in regard to the causes which had led to their disappointment. We could only say that we had written you three times, always requesting an immediate answer, and had received nothing. This disappointment however, was soon relieved by the presence of the Rev. Mr. McCloud of Northville, who, at the call of the chair, came forward and soon showed himself familiar with the wants of our schools, and possessed in a large degree of the rare and inexplicable gift of holding a large audience of children in almost breathless attention.

I had hoped at this convention to obtain at least the names of all the TEACHER'S in our Town as subscribers for your excellent journal, but was not able to obtain one. When we have your explanation for not answering any of our communications perhaps I may be more successful. I have assured the friends and feel confident myself that *you* have not intended any wrong in the matter. Y ours respectfully, A. A. GARDNER.

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We take the liberty of publishing the above pleasant description of a pleasant scene, hoping it may incite to other such gatherings in other towns. We regreted greatly our inability to be present, but having been called to eastern New York the first of Feb., the snow, which blocked the railroads, so obstructed our journey that we did not reach Detroit again till the evening of the 21st—the day before the Conventton. We found Dr. G.'s letters awaiting us, and immediately wrote, apprising him of our inability to attend, as we were under previous engagements to address the Lenawee Co. Teachers' Association the same day. We also visited Mr Smith, to induce him to go out, but it was too late. When next the little folks gather together may we be there to see; for to us no scene is pleasanter, no audience more attractive.

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# Items.

——We are indebted to the the Commissioner of Land Office and Auditor General for their annual reports from which we extract the following statements which will be found of interest.

| | | | | |
|---|---|---|---|---|
| Primary School lands sold during the year 1855. | 29,371.30 | acres, | amt. | $117,651,01 |
| " " " Total sales | 305,457,51 | acres | " | $1,493,653,02, |
| University Lands sold during the year 1855. | 2,288,14 | acres, | " | $29,013,05. |
| " " Total sales | 39,511,31 | " | " | $481,177,64. |
| There remains of these lands unsold | 4,869,28 | acres | | |
| Normal School lands sold during the year 1855 | 1,609,,62 | acres | " | $7,718,48. |
| " " " Total sales | 11,842,88 | " | " | $64,222,19. |

We have also to acknowledge our indebtedness to Hon. Levi Bishop, Prest. of Board of Education, Detroit, for copy of reports of the Public Schools of the city of Detroit for 1855. The Reports embrace the Report of the President, annual statement of the Board, the report of the Superintendent, and the reports of the examining Committees.

| | |
|---|---|
| The Receipts from all sources, during the year for school purposes was | $25,474,90. |
| Borrowed for building purposes | $2,575. |
| Paid for Teachers salaries | $12,649,97. |
| Total expenditures, | 27,449,90. |

The annual cost of tuition is stated to be little more then $4 for each pupil.

The Board of Education for 1856 has organized and reelected Hon. Levi Bishop President.

——Prof. Simex of Bloomington Ind. has been elected President of the Female College, and Wesleyan Semihary at Albion.

——We learn that there is a flourishing academy at Hudson, Len. Co. under the charge of Mr. C. E. Crane. Between 80 and 90 pupils are in attendance, and extensive preperations are being made for the spring term.

# Literary Notices.

PHILLIP THE SECOND. *Wm. H. Prescott.* Published by Phillips, Sampson & Co., Boston. 2 vols, 8vo. Pp. 618 and 610.

The reign of Phillip II of Spain, the most powerful monarch of his times, and those times, the stormy days of revolutions which succeeded the introduction of Protestantism, could not but furnish a rich theme for the historian. Prescott, whose fame as a writer of history is world-wide, has handled this theme with his usual faithful research, and rare ability. He has collected and poured upon the history of those days a flood of light, and in his clear and perspicuous story, one becomes as good as an eye witness of the stirring events which shook Europe during the sixteenth century. This work will add to the renown the author won by his great work on Ferdinand and Isabella, and his Conquests of Mexico and Peru. It will be widely read. For sale by Kerr, Morley & Co., Jefferson Avenue, Detroit.

HARPERS MAGAZINE for March is a most excellent number. Finely illustrated articles entitled The Juniata, Commodore Perry's Expedition to Japan, the Story of the Whale and Passages of Eastern travel, lend rare attractions to this number. The story of Little Dorrit grows in interest.

NEW AMERICAN SPEAKER *By J. C. Zachos.* Published by A. S. Barnes & Co. N. Y.

This is one of the best books on Elocution that we have seen. The analysis of the elementary sounds of the language is thorough and complete, and the whole discussion of principles is scientific and useful. The selections for speaking are good.

MODERN PILGRIMS. *By Geo. Wood.* Phillips Sampson & Co. Boston. 2 vols.

In this singular book, which has far more points of contrast than of resemblance to the world renowned work of the pious Bunyan, the author has turned the weapons of irony and sarcasm against what he conceives to be the perversions of Christianity. The book is entertaining and full of shrewdness, but we must dissent from the ideal of Christianity as personified by "our pilgrims." Nor can we concur in the propriety of the too plain exposures of vice given in some of the chapters. Such exposures sometimes excite the very passions they condemn. But with all this the author deals some heavy blows against the worldliness of too many modern pilgrims and teaches some lessons which all might profitably heed. The refutation given to some of the schemes of modern reformers is as keen as complete. For sale by Kerr Morley & Co. Jeff. Ave. Detroit.

PUTNAM'S MONTHLY comes to us freighted as usual with sterling articles. Putnam is steadily winning popular favor. Its independent tone, its decided nationality, and its high literary character, are universally remarked, and conceded. The best readers of the country, read Putnam. Dix & Edwards, N. Y, Publishers.

HOUSEHOLD WORDS, is a reprint of a periodical published in England, and edited by Dickens. It is published by Dickens, as a weekly, but in the reprint it is collected into monthly numbers, and forms a magazine of great value and interest. Tales, histories, essays comic and serious, but always with a purpose, as every thing that Dickens writes, has, they are altogether good "household" words we hope they be familiar ones. The March number may be found at Roys' Magazine Depot, near the Post Office, Detroit.

FIRST CLASS READER, *by Geo. S. Hillard.* Hickling, Swan & Brown, Boston.

A Reader by Hillard the historian. It is significant of good, that some of our first literati are lending their aid in preparing books for our public schools. The book before us is one of the best compilations for a reading book, that we have seen. The articles are not only of rare merit, but they are also fresh, and the biographical notices of the authors will lend no little interest to the reading lessons. We recommend the book cheerfully.

ASTRONOGRAPHY OR ASTRONOMICAL GEOGRAPHY. *By Mrs. Emma Willard.* Merriam Moore & Co. Troy, New York.

This book has been noticed with great favor by leading teachers and periodicals. A slight examination has led us to concur in the opinion expressed.

The book is designed to be used in connection with the globes, and if so used could not fail to prove a most interesting and useful study. We would also say in this connection that we recently examined with great pleasure, at their establishment, some of the globes manufactured by the publishers of this book and would cheerfully recommend them to the Schools of Michigan. See their advertisement in this number.

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# MICHIGAN JOURNAL OF EDUCATION,

## AND TEACHERS' MAGAZINE.

VOL. III. APRIL. NO. IV


For the Journal of Education.

## THE MINISTRY OF CHILDREN.

BY REV. T. J. MUMFORD.

Under ordinary circumstances the birth of a child is an occasion of joy.—Beneath all our complaints of the world, there is a firm faith that life is a blessing, and therefore into whatever scene the infant may be ushered, whether his eyes first rest upon the walls of a palace or a hut, he seldom fails to find a cordial welcome. On the birth day of his child the meanest peasant feels rich as a prince, and the vanity of the king is lost in the happiness of the man and the pride of the father. Even among the Pagans there is rapture over the cradle. With the views of the worth and dignity of the human soul which Christianity has revealed, we may well be filled with delight and awe. A new immortal is before us. What possible destinies await the being lodged in this frail form! Here is nothing ephemeral, transient. The existence so recently commenced will continue forever. St. Peter's and St. Paul's will become piles of ruins; Mont Blanc will crumble into dust, and "the Sun himself grow dim with years," but a human soul is indestructible. It is watched over by angels; Jesus regards it with concern; it will live as long as God lives.

I have said that the ministry of children is one of joy and gladness. I know that this is only a general rule. Children are sometimes the ministers of sorrow. They occasion an almost infinite amount of toil and trouble.—What mother's work was ever done? Few fathers can attend to business and be faithful to their children without giving up general society and sacrificing cherished plans of intellectual improvement. Ignorance, sickness, youthful errors, what demands they make upon parental knowledge, strength and forbearance. But after all, these trials rather heighten than diminish the enjoyment. Take the man who has stopped in his own studies, that he may make home attractive to his sons during the perilous season of boyhood, and thus prepare them to become good men. Is not the loss of mental cultivation more than atoned for by the culture of the heart? Oh, yes. In that world to which we are hastening, human learning may be of questionable value. Hea-

ven is the home of the affections. They are most heavenly, most Christ-like, not who have mastered most sciences and acquired most languages, but who have been most humble, practised most self-denial, accumulated most wealth of love. One may not be able to vie with Newton or Bacon while he has to read with merry, clutching cherubs on his knee, or like Melancthon, one hand grasping his book and the other rocking an infant; but he is in just the school to acquire the temper of John and the spirit of Jesus.

Men live their lives over again in each child. They see the world through rejuvenated eyes. Once more

> "There is a time when meadow, grove and stream,
> The earth and every common sight,
> To them do seem,
> Appareled in celestial light—
> The glory and the freshness of a dream."

By renewing their sympathy with youth, some have experienced the delights of half-a-dozen boyhoods.

Children are the best shields against the shafts of care. How many furrows do they erase from the brow. How many thoughts of pain does a laughing boy, waiting for an evening romp, dismiss from his father's troubled mind. The anticipation of fireside pleasures nerves the arm of the laborer in his wearisome, solitary toil. The sailor finds society on the trackless deep in dreams of home.

I have not alluded to the joys of the mother upon whom the burden of infancy mainly rests. Her bliss, too, is unfathomable. Is it lessened by trouble, weariness and pain? With what partial fondness she regards the weak, the dull or the deformed in her little flock! Mark her deep, bitter grief in the hour of bereavement, when she feels that she is alone, when she has unwelcome rest and unwelcome leisure, because, as a poor Englishman expressed it, "The little hindering thing is gone."

Think, too, of the pleasure which is derived from the virtues of one's offspring. Has earth or heaven a purer bliss than that which floods a parent's heart in some hour when he witnesses his child's triumph over temptation, or his child's unprompted act of mingled generosity and gratitude? How often the toils of long years are more than repaid by such emotions.

Children are Reformers: they make their parents better men and women. There is something in the parental relation which awakens reflection and quickens the sense of responsibility. All parents who are worthy of the sacred name, and some perhaps who are not worthy of it, earnestly desire that their offspring may grow up pure, virtuous, Christian. The importance of education is well known. While he was Secretary of the Massachusetts Board of Education, Horace Mann issued a circular, addressed to the best

teachers of the United States, asking, "How many children in one hundred can be made good citizens and virtuous men by proper education?" The general, almost the universal answer was at least ninety-eight out of every hundred. Of course society and parents are to be blamed for the ruin of those who lack the needed training. Well aware of these facts every faithful parent feels that a great task is committed to him, that the immortal destiny of the child now wrapt in slumber before him, depends in great part upon his acts. Throughout eternity it will probably bear the image and superscription of his character. He knows and feels also that children are educated chiefly by example, that mere words soon pass from their minds; but what a father or a mother does is never forgotten. In after life it is frequently cited as a warrant or a check.

What a teacher of humility is a little child. He compels you to examine yourself. Every fault seems doubly hideous, because about to be reflected in him. How many men have been moved to burn the midnight oil that they might be ready to instruct their sons. How many have made almost superhuman exertions to correct bad habits once regarded as trifling. How many gay, heedless women of fashion have become serious, industrious, domestic mothers, asking no foreign joys, content with home comforts and enduring patiently home trials. I have known men who regarded religion with indifferference while they were alone, so moved by the wants of their children as to become punctual, cheerful attendants at the house of prayer. I have never witnessed a more moving spectacle than that of a young, worldly father who had just heard from the lips of an infant daughter an oath which she insisted she had learned of him. "Oh, God," he cried in the bitter anguish of his soul, "it may be that *I* have sinned beyond the hope of pardon, but keep *her* pure. Help me to become an example of what she ought to be. I have now a hunger and thirst after righteousness which no fear of Hell or hope of Heaven for myself could ever have excited." The man who is not cured of all his vices by becoming a father is indeed of all men most hopeless and most miserable.

Children are ministers of religion. Faith, hope and charity are taught best in the school of home. How naturally the entire confidence of a child that his parents will supply his daily wants and protect him from harm, suggests trust in our Heavenly Father, who watches over and sustains us. If children are ministers of religion while living they are preeminently so when dead. All who love their offspring desire to be with them forever—to retain their respect and affection throughout eternity. I have already alluded to the care which men take to present unto their children a spotless example in this life.

When a child is taken away this care is redoubled. We cannot entirely divest ourselves of the belief that we are seen by the departed, who read our inmost thoughts. Hence arises a desire to be what we have seemed. Semblance is not enough for spiritual eyes. They penetrate through all externals; nothing but reality will satisfy them. But not only is a parent moved to virtue by the desire to retain the respect and affection of his departed child; he wishes to be united to the lost one. He knows that he too will soon be in eternity, and he seeks to cultivate those habits and cherish those tastes which shall cause his society to be coveted by a seraph.

Several years ago I read a story written by a bereaved father, which in beauty and pathos is equal to any oriental parable. It was as follows: "During a short visit to the seashore of our State some two years since with a company of friends, it was proposed one bright afternoon that we should make up a party and go down the river on a fishing excursion. We accordingly started and after sailing about three miles a young lady declined going farther and requested us to land her on one of the small islands in the harbor where she proposed to stay until our return. My little boy about four years old preferred remaining with her. Accordingly we left them and proceeded some six miles farther. We remained out much longer than we had intended, and as night approached a thick fog set in from the sea, entirely enshrouding us.—Without a compass, and not knowing the right direction to steer, we groped our way along for some hours, until finally we distinguished the breaking of the surf on the rocks of one of the islands, but were at a loss to know which one of them. I stood up in the stern of the boat, where I had been steering, and shouted with all my strength. I listened a moment and heard, through the thick fog and above the breaking of the surf, the sweet voice of my boy calling 'Come this way, father! Steer straight for me. I'm here waiting for you.' We steered by that sound, and soon my little boy leaped to my arms saying 'I knew you would hear me, father,' and nestled to sleep in my bosom. The child and the maiden are both sleeping now. They died in two short weeks after the period I refer to. Now, tossed on the rough sea of life without compass or guide, enveloped in fog and surrounded by rocks, I seem to hear the sound of that cherub voice calling from the bright shore, 'Come this way, father; steer straight for me.' When oppressed with sadness I take my way to our quiet cemetery, still as I stand by one little mound the same musical voice echoes from thence, 'Come this way, father—I'm waiting for thee."

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IGNORANCE AND CRIME.—During the year 1854 one hundred and sixty-five men were hung in the United States for murder. Of this number only seven could read and write.

## THE FOUR STUDENTS—A TALE OF MOTIVES.

*Continued from page 40.*

The ruddy firelight threw its cheerful glances through the spacious but simply furnished parlor of Judge Williams, in friendly recognition, to the old family portraits hanging quietly about; three quiet shadows diverged along the carpet and lifted their magnified heads on the opposite walls as if to look back at the three quiet figures sitting before the open grate. An air of genial but unostentatious refinement reigned over the scene. There was no excessive gaudiness and glitter such as mark the bedizzened homes of those who, having nothing but wealth to exhibit, seek to hide their poverty of soul under the mask of magnificent furniture; no article was found there which did not minister to either the physical comfort or the cultivated tastes of the inmates of this pleasant and hospitable home.

It was a winter evening,—the time of which we write,—and the venerable judge, who had just returned from a long professional tour, was relating to his wife and daughter some of the incidents he had met with in the prosecution of his duties. They were suddenly interrupted by the announcement of a visitor, and all arose and greeted with a cordial courtesy the schoolmaster, a dignified and gentlemanly young man, on whose fine, intellectual face there lay a look of noble Christian candor and kindliness, which told that with him benevolence was a business, and that having measured in the light of heaven and eternity the real worth of his humanity, to him there was among his fellow men no high, no low, save such as virtue exalted or vice debased. He returned with easy and graceful readiness the kind greetings which met him, and the quiet shadows lifting their heads again along the opposite wall nodded to the new comer in a way that showed they thought him no unwelcome guest. Judge Williams' powerful mind and large heart comprehended not only the true importance and dignity of the teacher's calling, but also the intrinsic worthiness of the gentleman who filled the station in his district, and Francis, for it was he, was ever a most welcome visitor at his fireside.

The venerable jurist questioned the teacher in regard to the progress of his school, with an air of eager interest that told how profoundly his strong intellect had apprehended the value of popular education, and placed him in noble contrast to the mere business mongers, whose little minds being fully occupied in the important task of buying and selling a little merchandise, have no time to contemplate this great public interest, or even to oversee the training for life of their own children. To the questions, Francis gave ready and satisfactory replies, and his questioner changed the topic by saying, "I saw, a few days since, your old classmate Alfred Jones. He is now becoming a successful lawyer, and were

it not for one fault, would one day stand high in his profession;—he is too greedy of gain.

"Surrounded as we are, Sir," said Francis, "with the constant exhibitions of an almost universal and undisguised selfishness, every man urging his own fortunes with but little care how he takes the bread from the mouths of others, and surrounded too with a worship of wealth so exclusive that even honest merit however high its order, must prove its genuineness by its ability to make money, how is it possible long to resist this fatal spirit of the age, which sooner or later asserts its power over all men? Even our benevolence seems to urge us to engage in money getting as the surest way to accomplish our plans, since wealth not only affords us the means of doing good, but gives us an influence over others not otherwise to be attained."

"Why, Mr. Walters," said Carrie Wiliams, glancing archly at Francis, "in your anxiety to defend your friend you have condemned yourself. How happens it that with all your grand plans of universal education you have not set yourself to getting rich in order the more speedily to accomplish them.

"Money is not the only thing needed; there must be work as well as wages, and if I can persuade some of the present possessors of wealth to embark in my enterprise, then I can give my time and efforts to the work itself."

"Aye, Francis," interrupted the judge, "and that persuading rich men to engage in your plans you will find the hardest work you have to do. And here lies the fallacy of your argument. The man who *begins* his benevolence by hoarding wealth as a means, always *ends* in the same way: every dollar added to his hoard is a new bribe to his selfishness. The great Master of benevolence bade his disciples take neither purse nor scrip as he sent them forth to bless the world, and to the rich man who wished a place in his ranks he commanded to sell all and give to the poor before he put his hand to the work of love. Many greatly overrate the importance of the material means in the prosecuton of great moral enterprises. One earnest, spirit, fired with the view it has caught of some grand truth, will accomplish more for the world, than a hundred rich men can do with all their riches. In the great battle for truth and liberty no mercenaries will be found amongst the victors."

"But father, what say you to the other part of Mr. Walter's plea for his friend? Is it not unjust to condemn a man for that which universal custom not only sanctions, but renders necessary? Where all others are selfish must we not be selfish as a measure of self defense? and if, moreover, as he asserts talent must prove itself genuine by its ability to make money, before it will be trusted to do any thing else, is not a young man driven, in justice to himself to become a money getter!"

"Thank you, Miss Williams," said Francis with a low bow and smile, "for your perspicuous restatement of my plea."

"If temptation can excuse crime," replied her father, "then our courts will have nothing to do, for the guiltiest sinner may, more justly than any other, plead this, since he who is most depraved is most easily and most strongly tempted. But do you not over-estimate the prevalence of selfishness in this form? There is many a generous trait left in human character which needs only to be trusted to be called out into exercise. To case myself in selfishness because my neighbor wears such a shell is to put two barriers between us where there was but one before; while the sight of my uncovered heart will often induce him to uncover his And moreover because others live cramped up in an iron mask must I too shut my soul behind one, and subdue into silence the noblest sentiments and impulses within me! No, Francis, if the strictly, sternly honest man must, as many assert, be a poor man, it should be added, he is also a free man and has in his soul a serene joy that the world cannot buy. And as to the distrust that the world feels for the talent which does not bring its possessor riches they do well to distrust it if making riches its aim it does not succeed in gaining them, for it has proved itself both recreant and feeble; or if in its recklessness of riches it becomes improvident, which is the sorriest kind of dishonesty. But the world is neither blind nor unjust in the main, and the talent which proves its honesty and power by a sincere devotion to a useful and worthy pursuit, will win something more than barren compliments, it will win co-operation and success, and better still, it honors both its Maker and possessor. Talent might as well not be, as to exist the mere slave of a groveling and selfish passion; nor is its enslavement to such a passion any fit preparation for its more noble and legitimate work.

But I met also another of your classmates—Erasmus Jameson—whom you have often mentioned for his love of learning."

"Indeed, and where did you meet him?"

"He holds a position as teacher of languages in the ——— Academy. I made some some special inquiry concerning him, knowing you would like to hear of him."

"Holds he still to his ancient tastes, or has he too drank in of the prevailing love of place and pelf?"

"He is still a gormandizer of books; but to his former love of learning he has now added the pride of scholarship and has become a critic. I heard him pronouncing learnedly upon the merits of certain authors, with an air that told he thought authors the highest type of men, except critics."

"Well, father," chimed in Carrie, "Erasmus seems the very opposite of Alfred, and as you have condemned Alfred so severely you must admire his love

of learning, certainly. And what more elevating passion is there than the scholarly love of truth and science? I always fancy something gentle and unselfish and high-hearted associated with the true scholar;" and the maiden's cheek glowed with a deeper flush as she caught the school master's searching look fixed intently upon her.

"Ah, Carrie," replied the venerable Judge, "truth is so radient that even her remotest worshiper seems inwrapped in her halo, and he who comes no nearer than the outer courts of her great temple seems to borrow something of her sacredness. But did you never read of one who was styled 'the wisest and the meanest of mankind? Avarice is the prevalent but not the only form of selfishness; and there is a pride of learning, which is less odious only because less vulgar than the pride of purse. The mere anatomist of truth may gaze in admiration upon her divine face, but it is only to him who receives her as his eternal counsellor and beloved companion that she imparts those high graces of character of which you speak."

"But how does Erasmus succeed as a teacher?" inquired Francis.

"He succeeds with the few but fails with the mass of his pupils. A very few, who, like himself, are fond of books, follow with a kindred delight his lead, and will in time become like himself, mere book-worms. Others, dazzled with the display of his learning, ambitiously strive to imitate him, and some older pupils, who have learned elsewhere the utility of knowledge, find him a useful instructor. But he lacks that flow of human sympathy which alone can give him power over the young. He is to the majority of children only a peripatetic book, and books are good teachers only for those who stand in some sort on an equality with the authors, or at least, who do not need the stimulus of the living voice and the living sympathy to aid them in the pursuit of knowledge. In the business of education proper, that is, in the training of the mind and heart as distinguished from the mere inculcation of knowledge, Erasmus fails utterly. With no native insight into character, he quarrels with and subjects, rather than governs, his pupils; he fails to inspire any outreaching activity of mind or to awaken into fruitful growth the powers of his pupils' souls. He is ever dwelling in the cold misty light of speculation rather than acting in life. Without the faith which, springing from the soul's profoundest felt needs lifts that soul to the grasp of truths lying beyond the reach of unaided reason, he is a sceptic to all he can not cooly demonstrate, and his teaching, like himself, is merely negative, and destitute of power or purpose."

Francis sat gazing thoughtfully into the fire, as though he would fain find in the upward leaping flames some solution of the questions which the old man's words were starting within him. Arising at length and bidding all a courteous adieu, he went forth into the still night, and his face gathered a deeper serenity as the silent star light bathed his upturned brow. We shall hear again of what the stars said to him.

[To be Continued.]

For the Journal of Education.

## BE ENTHUSIASTIC, NOT OBSTINATE.

Enthusiasm is an important element of success in any calling. Men who have accomplished most, either of good or evil, have usually been distinguished for this trait of character. This is so often asserted and so generally admitted that it will seem, I fear, like repeating a very trite axiom to assert it again.

But experience, observation and history unite in declaring that this quality of mind is not unfrequently confounded with another and very different one.

For this reason a few words may not be out of season even upon a hackneyed theme.

Sometimes a dogged, persevering obstinacy, which determines to carry out a purpose simply because it has been commenced, serves partially to fill the place, in less gifted or less noble minds, which a true and lofty enthusiasm occupies in those of a higher and finer mould.

But however far obstinacy may push an individual of whom it has taken possession, it can never so infuse itself into other minds as to make them ready and cheerful co-laborers in any work of very great difficulty. In this respect it differs most widely from that enthusiastic earnestness which permeates, like some subtle fluid, every one with whom it comes in contact, and creates cordial and efficient helpers in whatever circle it moves, or in whatever efforts it engages.

These motive powers, as I have said, are sometimes confounded, or mistaken the one for the other. But though the distinction may not always be seen, or easily described, it cannot fail to be *felt*. In extreme cases the difference is that which exists between a huge iceberg and a scorching fire. A blind man would be in no danger of confounding them. Obstinacy, even when shown in a good cause, throws around itself a chilly and uncomfortable atmosphere, while real enthusiasm creates a genial and agreeable warmth.—Each may form a centre of influence and power; the one by a process of simple adhesion or congelation, like a rolling snow-ball or a lump of ice; the other by a very natural process of generation and reproduction.

History affords examples of both powers when operating on wide fields and with ample means, as well as when surrounded by circumstances of an embarrassing and depressing nature. The discoverer of America was a decided enthusiast under difficulties, and nothing but enthusiasm could have carried him through these and crowned him with such perfect and brilliant success.

The founder of the "Order of Jesus" was fired with an enthusiasm bordering on fanaticism and madness, but never, I believe, without 'method.' The

strong reaction in favor of Catholicism in the centre and south of Europe showed his power. The first Napoleon was earnestly enthusiastic, while the last one is only obstinately persevering, or perseveringly obstinate. The most notorious example of real, dogged obstinacy, crowned with partial success, is afforded by the late allied campaign in the Crimea. A mixture of enthusiastic Frenchmen and obstinate Englishmen has produced a curious and instructive result. The two qualities may evidently be partially combined, under peculiar circumstances, but a chemical union would probably never take place.

A general, or a party leader, has great need of enthusiasm; but a teacher, from the peculiar nature of his employment, needs it quite as much as any other person, whatever may be his situation or circumstances. If I were called on to point out *the* most discouraging feature in a large part of our lower schools, I should place at the head of the long list of obstacles and discouragements, the want of interest manifested by scholars in their studies.

A sort of listless, lazy indifference seems to pervade the atmosphere of many of our school rooms, manifesting itself in the drawling tones, sluggish movements, and sleepy appearance of their inmates. Whatever may be the condition of the bodies of pupils under such circumstances it is plain that their minds are in a profound slumber, or at least in systematic and infectious lethargy. The process of reading in such a school is always absolutely murdered; and the recitations generally do not fare much better. No life or animation is manifested in any exercise; even the clock, if the proper authorities have placed one in the house, seems to tick lazily. The only thing which excites any interest is the arrival of the hour for closing the monotonous, treadmill operations of the day; and even that is considerably lessened by the thought that to-morrow shall be as to-day. The source of the evil in schools of this character is usually in the teacher.

"Like teacher, like pupil," is as true as another much older and better known proverb. If the teacher sleeps the scholars certainly will, intellectually, however their hands may be employed.

A stupid teacher will have a stupid school; for whatever the medical faculty may assert, stupidity under certain conditions is absolutely contagious.—Such a teacher is a pest, a moral nuisance, and ought forthwith to be abated. Far better is it to have no school at all than such a barefaced mockery and sham.

The true remedy for such a state of things is the infusion of a little genuine enthusiasm into the teacher, and through him into the pupils; for if the fire burns in the one it cannot fail to burn in the others.

A teacher, inspired with true, earnest, devoted love and admiration for his

profession, and its duties, will accomplish more in a poor house, with no apparatus and few books, than a respectable dolt under the most favorable circumstances and with the most ample means.

I must be allowed here to refer to a very common and very unfortunate mistake in regard to the influence and manifestation of a healthy and safe enthusiasm. It is often supposed to exhibit itself in violent and perhaps extravagent outward appearances of zeal Strong, visible emotion, a loud, declamatory tone of voice, hasty and bustliug movements of body, and something of nervous excitement or irritability are not unfrequently taken as evidences of an enthusiastis spirit. It must be acknowledged that such manifestations are seen in persons who claim to be, and perhaps are, genuinely enthusiastic. But at the same time, it is safe to assert that these are not necessary, nor indeed except in a slight degree, desirable. A very quiet man may be a very enthusiastic man, and a noisy one may not have a particle of real enthusiasm in his composition.

It is a quality which is as effective and as creative when it whispers as when it shouts, and much more agreeable. A boisterous, stormy, over-excitable teacher, though just the opposite in character, is only a trifle more valuable, in my estimation, than a stupid and sleepy one. What teachers need is a genuine, quiet, earnest enthusiasm, which pervades the whole being, breathes itself out, so to speak, and is *felt* rather than *seen*.

We recognize this spirit in whatever department of life it moves, but nowhere more readily than in the school room.

It is doubtful if a *good* school, in the highest acceptation of the term, can be found where the teacher is wanting in this. Other qualities he must have, but this is needed to give life, animation and vigor to the whole mental as well as physical machinery. Listlessness and inattention disappear before it, and all that remains to be done is to give right direction to the newly awakened activity. The man who can neither feel this himself nor create it in others should seek some other employment rather than teaching. He may succeed elsewhere but never in the school room.

He may fashion iron or wood, but never human souls. He may make money but never men.

In another paper, if circumstances permit, I propose to refer to some of the more usual manifestations of obstinacy in teachers. P. D.

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YET ANOTHER PLANET.—On January 12th, M. Chacornac, at the Observatory of Paris, discovered another asteroid, of the ninth or tenth magnitude, in the constellation Cancer, near the nebulous star Presepe. This planet is the fourth discovery by M. Chacornac, and the thirty-eighth now known to exist between Mars and Jupiter. The new star has been christened Leda.

For the Journal of Education.

## WAYSIDE FOUNTAINS.

Dear Brother of Mine;—Thou who art sighing after those luxuries of art, which thy poverty denieth unto thee, and which the laws of thy God forbiddeth thee to covet; thou, whose heart goeth out after the fair one, Beauty, a maiden, who cometh not at thy bidding because thou lackest the golden chain wherewith to bind her unto thee as a captive; thou, who art pining to drape thy person in the gorgeous textures in which thy better fortuned brother useth to array himself; thou who art fain to gather around thy hearth the curious treasures of distant climes, to group around thee the marbles of Greece and Italy, and to hang thy walls with the exquisite productions of the rare old masters, but a hard necessity preventeth thee. Now, I pray thee, turn not away in sorrow and in distrust of Him who hath created thee, and who hath ordained this great thirst of thy spirit

Hast thou not wherewithal to quaff off the wine of luxury! Then stop, brother, and slake thy thirst at the common wayside fountain of nature.

Go, sit down beneath thine own roof-tree. Take the little one of thy flock upon thy knee, and watch the pink tips of her beautiful fingers, as they thread her golden curls. Push away the pretty mass from off her innocent white forehead. The lily of the valley shall not be peer to that forehead in grace and purity. The cunning hand of earthly artificer never fashioned aught as fair unto thee as shall be that bright young brow. Her teeth are a bed of curiously cut pearls, her lips are rosy mounds of loveliness and sweetness, her eyes a blue heaven of childish truth, of childish trust, and of childish tenderness. The busy, chubby hand of thy darling! Her dimpled shoulders! Her ivory limbs! Could Praxiteles, even with his mighty art, thus o'er brim thine eyes with tears—touch the sweetest-toned chords of thy better nature?

Open thine eyes, now, and look out through thy narrow casement into the great world. Yonder is the face of a laborer, thy fellow,—a face such as Reubens and Reynolds and Allston have spent a life-time in studying, That face is a painting done in life colors, an effort of the pencil of the Almighty. Look now, in the spirit of His philosophy at this, one of the master-pieces of the great Master Artist of the heavens and of the earth. Again behold, while at some arrogant word of the purse-proud master, the hot Anglo-Saxon blood of his race is boiling painfully up into his weather stained cheek and into his white temples—now—while from the stooping figure the passionless features of yesterday and to-morrow, is flashing forth the freshness of a bold thought—the fire of a deep emotion. The earnest eye of the workman flames with indignation. His nostrils dilate with honest wrath. The fine arch of his mouth

breaks into a curve, as, sweeping disdainfully back upon itself, his upper lip creeps scornfully away from his massive and well-set teeth. Lo! how the drooping bust rights itself! How royally the magnificent shoulders bear up the superb head! Note the earnest eloquence of that bared white arm. Majesty! Grace! Would'st thou more?

A Holy Hand hath chisseled here for thee, oh my brother, a truth out of thy fellow's heart—the truth of the indomitable dignity of the spirit of man. Go forth, and henceforth greet thy neighbor with a tone of deeper sincerity.—Take his work-hardened palm into thine own with a heartier grasp, a deeper faith in thy kind and a holier reverence for humanity. Could the old masters, thinkest thou, teach thee a higher or a more needed lesson?

From thy glance within, upon him who sits at the hearth-stone of the vine-hung homestead of thine ancestors. Set thine eye upon the iron-grey locks and sturdy frame of that upright old puritan, thy father, and thou shalt read out of them, as from some quaintly illuminated scroll, "The Mysteries." Thou shalt have it set before thee, there, how Heaven, Earth and Hell do play their parts on this poor stage of life, and how God the Father, God the Son, and God the Holy Spirit have walked with thy sire in all the days of his crusade against sin and corruption, and are now swinging open for him the gates of the holy city.

And thy saintly mother! When in the dim, religious twilight of age she sitteth, sometimes beside thee, dost thou not feel that "the white wings" of the twin angels, Love and Faith, are full surely folded tenderly over her heart?—those strong wings which are so soon, perhaps, to be spread out and to carry her above!

And then, doth it not come to thee with a solemn sweetness, how, for many a long and wearisome day, this "dear ladie Una" hath been living at thy side such a life of poetry, as Spencer the silver-tongued, sang so well?

Go to, blind brother, annoint thine eyes with the eye-salve of truth. Let fall the scales of error and envy, and look about thee with the loving and therefore appreciative eye of the artist. So, in this fair home of thine, of which Jehovah hath set the mysterious altars and hung the azure canopy, and laid the vast pavements, thou shalt find thyself environed by such a prodigality of beauty, that thou shalt not lift thy head, nor plant thy foot, where it is not.

North American Mine, BESSY TYLER.
Lake Superior.

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SEV-AS-TO-POL.—In the true pronunciation of this word, the accent falls on the third syllable, with a slight accent on the first—Sev-as-to-pol, A-dri-an-o-ple.

For the Journal of Education.

## REPORT OF THE PUBLIC SCHOOLS OF THE CITY OF DETROIT FOR THE YEAR 1855.

The pamphlet just published bearing the above title is of great interest to all the citizens of Michigan. Detroit is our commercial metropolis, and must exert a commanding social and moral influence over us all. Fortunate is it for us that while a healthy business enterprise and growth characterize our chief city, it has also a large body of men earnestly devoted to a higher culture, and as a natural consequence, warmly interested in public schools. We believe that a prosperous future is before the public schools of Detroit. The hearts of the citizens are evidently enlisted in their cause.

We are pleased with the faithfulness of the Report. There is no self-laudation and mutual puffing. What needs removal or improvement is more carefully shown than what gives perfect satisfaction. There is a spirit of fairness and honesty none can mistake.

The pecuniary condition of the schools is improving and we judge that this progress has been in a greater ratio the past year than even the increase of the population. It is well, however, that there is something yet to do, for it would be peculiarly unfortunate for Western men to live in a finished city, with no fields open for benevolent enterprise. We do sincerely hope that Detroit will not be compelled many times more, if ever, to report that in her schools "there were hundreds of applications for seats in the extreme portions of the city, which were necessarily refused."

The proposal to open a central High School or Free Academy for the accommodation of such scholars as may wish to enter it, after passing through any of the Union Schools, is, without controversy, a wise one. It is necessary for the honor of Detroit, and what is far more important, for the welfare of the rising generation. This is recommended by Levi Bishop, Esq., President of the Board of Education; by Mr. J. F. Nichols, Superintendent of Schools, and also warmly in the Report of the Committee appointed to examine the Capitol School, the Chairman of which was Rev. Dr. Duffield. We certainly hope the enterprise will soon be nobly consummated. Detroit ought to have a Public High School inferior to none in the country. She is blest with a large share of genuine scholarly enterprise. No one can become acquainted with her citizens without feeling that Mammon is not the tutelar divinity of the city, nor with them the dollar the only or even chief badge of nobility.

Were argument necessary we could show that Union Schools of the kind they now have, even if multiplied, could not supply the demand. A division of labor is required. Let there be one noble highest school, where every con-

venience can be furnished to the most advanced scholars, and let this be thrown open to all her youth, free as the air of heaven. Mr. Bishop says, "Our schools have gone on winning, by their excellence, golden opinions, even from those who were once ranked among their enemies. They occupy the 'vantage ground,' and we have only to see to it that the system is made steadily to advance." That is sound philosophy. We would it were impressed on the heart of every true lover of American Schools. Make our schools what they should be, and every opposing tongue would be silenced. Men would as soon think of clamoring against railroads, telegraphs or sunlight. Officer our schools with genuine teachers, men and women of the proper training and intellect and *heart*, and they will have all the children on their side—and who could withstand the might of such an army?

Detroit is rich enough to employ only the best of teachers. Indeed she cannot afford to employ any others. Teachers that can interest a school, if need be, by the hour, without the everlasting text-book,—teachers full of enthusiasm for their profession and acknowledging none to be higher,—teachers that can infuse their energy into the young minds and hearts around them.—For aught I know, such may be the character of many of the teachers in Detroit. I present the subject in the abstract, having no other source of information than the Report before me. But we have much to learn and much to do before we arrive at perfection in this world, and particularly in this country. It will not do simply because we have the best government in the world, and the fourth of July comes regularly every year, to fold our hands in superciliousness and look down upon the rest of mankind. Our American system of education, like our country, is far more remarkable for majesty of outline and stupendousness of proportions, than for delicacy of finish or perfection in the interior. It is the work of but a season to cut down the forest, but the stumps remain. We want a thoroughly trained body of teachers devoted to it as a life-work. We are getting such a body. We need our share in Michigan, and we shall look to Detroit for an example.

Teachers have reason to be proud of their profession. It is indeed in many respects the highest, and we think in all respects the most difficult to fill. It requires the most general and full and harmonious development of the whole soul. A well disciplined and well stored mind under the control of a cultivated Christian heart, aptness in communicating information, magnetic power over the young, who are skilful readers of the human countenance,—fertility in illustration,—readiness in conversation,—power to use the resources of observation and study extemporaneously and discriminatingly, so as to develop the minds and hearts of others: such is the panoply of the model teacher. The

world may not estimate his or her worth as it should, nor shout its praises half so vociferously as upon one who occasionally tickles the ears of the multitude with an eloquent speech; but such a teacher will never want admirers and friends, nor be destitute of the peace of a good conscience.

We have wandered from our theme, but we return to express our pleasure at reading so favorable and encouraging a Report.

E. O. HAVEN.

University of Michigan, March, 1856.

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## TEACHERS AND TEXT BOOKS.

Before the art of printing had multiplied the copies and cheapened the cost of books, teachers were the instructors, and the minds of their pupils came into close contact with theirs. Wrought into new combinations in the laboratory of his intellect, springing fresh from the warm fountains of his own heart, the teacher's thoughts had a power to arouse, to inspire, and infuse into the hearer's mind that ardor and zeal in the pursuit of truth which burned in his own. We do not learn that the progress of students at this period was slower than at the present; indeed we read of the rapid advancement and the early acquisition of many. When books came into general vogue they were at first used as the auxiliaries of the school master, in fixing permanently in the mind what he had first explained and illustrated. Gradually, however, they began to supercede his instructions, till at this day, the silent type has hushed the living teacher's voice; *it* has become the principal and *he* the subordinate, and the perfection of teaching is to compel attention to the book. Society allows and endorses the change, and is satisfied if there be only a task-master employed for the children, who may stand a veritable *reciting-post* for his school. A previous knowledge of the lesson is scarcely necessary for the teacher in this process of instrucrion. Sometimes he *learns* the lesson as he hears it repeated by the pupils—or closely observes the text to see whether mistakes are made. With such teachers, it is not an unfrequent custom to hold the text-book of Geography in one hand, and the map in the other, glancing from question to map as questions are asked and answered, and I have seen classes delayed at every step, to give the teacher time to find the answers. So in History, have I seen the questions at the back of the book used while time was taken in hunting up the answers in the text, and this not in the course of reviews, but in the ordinary recitation. As a further illustration of the exclusive use of the text book, to which we have come, I will mention another fact. Out of several questions proposed to all the teachers of the city was, "What apparatus have you, and if any, what use is made of it?" Not a few replied we have none, and use none.

Some in first commencing the instruction of children in arithmetic, had never used the arithmometer, though it might have been had for the asking. Many, though they had this year started classes in the study of Geography, and had taught them the shape of the earth, and all about parallels and meridians, zones, equator and tropics, the motion of the earth, its axis, etc., yet had never given an illustration upon the globe, though it was to be had merely for send-

ing a pupil for it to an adjoining room. There are, of course, many to whom the above statements can not apply—who, if they can not find a globe or an arithmometer, use the blackboard to the greatest possible advantage. That it is so generally true, is the consequence of a *system* of instruction which has become common among us, a system which is as unphilosophical as its results are unsatisfactory. Teachers to a greater or less degree teach as they themselves were taught; at least, the forms are handed down from generation to generation, alas, too often without the spirit. The teacher has veiled himself, and holds forth the book—and the book alone—for explanation and illustration, and is satisfied if by questioning, he ascertains that the book has been learned.

Books are the great agents of perpetuating and disseminating knowledge. But where oral instruction can be obtained, it is always more valuable, and will be had at any price. Witness the eagerness with which lectures are sought for in our medical colleges, by the crowds of students who attended them, most of whom are young men. Books may vividly and deeply impress their thoughts upon the mind of the cultivated scholar. His perceptions have been sharpened, his apprehension quickened, his judgment strengthened: as some writer on education has it, he presents a well prepared and highly sensitive surface for impression. It is not so with children; language is not a clear, transparent medium; the tablets of the mind are not polished to receive indelible impressions from the floating beam of intellectual light. The child's stock of knowledge is small, association of ideas is therefore limited, reason acts feebly, and the process of assimilation is very slow. Types, except to the perfect reader, have no power to excite, confine, and adjust the attention. They have no earnest tones, no gestures, no flashing eye to rivet the mind of the scholar. They have no music of intonation or cadence to charm the ear; no pitch, stress, or inflection, to mark precise shades of meaning; they have no waves or slides of the third, fifth, or octave to note the exact degree of the author's earnestness. But, the living instructor stands before his pupils, a human being as they are, possessed of the learning he would have them acquire; and is the representative and advocate of his subject. In him it is exemplified how the theme may engross and absorb a man's mind, how it may interest and inspire the human heart.

But should the use of the book be discarded altogether? By no means. As an auxiliary it is invaluable to be used more and more, as the pupil progresses. We seem, however, really to have inverted the order. If a lesson from a book be assigned, in any branch whatever, the teacher might treat of the subject in his own way, point out its connections with the subjects of previous lessons, its relations whether of cause or sequence; he might impart collateral information, criticise the author's work, as to fact, thought, or style, and by all means he should give complete and precise directions how the lesson ought to be learned. It ought to be required by the Principals of our Schools that this should invariably be done when a lesson is assigned, especially in the case of small children. By all available devices and expedients the lesson should be commended to the earnest attention of the class. They should be made to feel its reality, its affinity to themselves. It should be associated by natural relation in each child's mind with something already there, something he has thought of before. The connection, too, should be clearly per-

ceived and deeply impressed—it then becomes a subject for memory. Above all, it is the *sine qua non* of success, that the pupil be made to take a deep and keen interest in the subject for its own sake, which is a task that might have appalled Hercules; but it must be done.

There is nothing more certain than that few, very few, of the pupils of our public or private schools study for the love of it. Many go to their task cheerfully, labor hard at them; but the number is small, indeed, who do so because the subject itself has an interest to them. They aim at position in class, and desire the approbation of their parents or the applause of friends; but to gratify their curiosity, to satisfy themselves in regard to facts and principles of common interest to an intelligent world, forms no part of their motives for study. The whole purpose of their application is immediately accomplished at the recitation seat, or remotely at the High School examination. They study for recitation, not to acquire useful knowledge. They train for review not for the toils of the campaign. Says Dr. Whewell, in a work on Cambridge education, "Knowledge acquired merely with a view to examinations or recitations is usually very shallow and imperfect, and soon passes out of the mind when the occasion which prompted the effort is past. Knowledge thus acquired for a special occasion does not take possession of the mind as that knowledge does which is imparted in a gradual manner, by a continued series or course of studies, each step being viewed with regard to its difficulties and applications, and secured before a progress is made to the next." If this be true of young men in the study of Latin and Greek, Geometry, Mechanics and the Calculus, how much more of boys and girls from eight to fourteen years of age.

And says Professor Whewell in the same work: "Tuition, directed as we are now supposing, to the mere object of preparing students for the examinations, will aim only at providing them with answers to such questions as are likely to be asked by the Examiner. In such tuition it will not be deemed a matter of any consequence that the student has a permanent and thorough hold on fundamental principles, or that he really sees his way through the difficulties which belong to them."

It would be well to lead children, as soon as the reason is sufficiently matured, to discuss the best methods of arithmetical solution and questions of grammatical construction, even military affairs and political ethics, so as to make them fully realize that what they study is always to them a legitimate subject for thought and discussion. It doubtless will be the case that in certain ways the results will not, for a while, so abound as they now seem to, but we may rely upon it that in reality they will be more valuable. What is better, habits of thought will be formed, and good intellectual habits are worth more than all the positive information in the world: the latter is as perishable as letters of sand—but we are assured by reason, as by holy writ, that if we TRAIN up a child in the way he should go, when he is old he will not depart from it. Again, I would respectfully but earnestly commend this whole subject to the attention of trustees, and particularly the teachers of our schools,—fatal errors are committed that vitiate, and to a great extent nullify, all the rest!

The methods of instruction which I have indicated will certainly call for increased labor on the part of teachers. They will necessarily be compelled to

prepare themselves specially for every lesson recited, not merely in the language of the text book, but in collateral information, in illustrations, in the plans of instruction best adapted to the particular subject in hand, in practical applications; but, when this thorough and radical preparation is complete,—when the instructor's mind is an overflowing spring, welling up from deep fountains its inestimable treasures, how much more creditable will it be to the teacher himself, how much more pleasant, than to stand before his pupils a word-monger, a retailer of a third or fourth rate author's language.

Let teacher's but take this course, and it will be no longer supposed that one is able to teach philosophy who can read. The profession of teaching will take the rank it covets,—among the higher professions,—for it would be in an eminent degree a *learned* profession. It matters not what study the reform may exact, the happy results to teachers, themselves, will amply repay it all.—*Second Annual Report of Mr. A. J. Rickoff, Superintendent of Schools in Cincinnati.*

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## MURMURS.

Why wilt thou make bright music
Give forth a sound of pain?
Why wilt thou weave fair flowers
Into a weary chain?

Why turn each cool grey shadow
Into a world of fears?
Why think the winds are wailing?
Why think the dewdrops tears?

Voices of happy Nature,
And Heaven's sunny gleam,
Reprove thy sick heart's fancies,
Upbraid thy foolish dream.

Listen! I will tell thee
The song creation sings.
From humming bees in heather,
To fluttering angels' wings:

Not alone did angels sing it
To the poor shepherds' ear,
But the spher'd Heavens chant it,
And listening Ages hear.

Above thy poor complaining
Rises that holy lay;
When the starry night grows silent,
Then speaks the sunny day.

O, leave thy sick heart's fancies,
And lend thy little voice
To the silver song of Glory
That bids the World rejoice.

[*Household*

## SUMMER SCHOOLS.

The Summer School, if lower in the dignity and number of its pupils than the Winter School, falls not one whit short of it in real interest and importance. If the big boys and girls attend the winter school, do not the little ones—the youngest and dearest ones—go to school in summer? There may have been larger brains in that winter school room, but there are larger hearts in the summer. Who can look upon those groups of little children lingering along the road sides on their way to school, pausing in the freshness of their young heart to pluck the dandelion, as if it were some rare and brilliant exotic, or to listen to the birds, without catching the infection of their happiness! Mark the proud look and mock stately tread of that little fellow with the clean apron and clean face, the one as much of rarity to him as the other. He is going to school for the first time. How eagerly he listens to the sister of ten summers, who leads him by the hand while she talks to her old classmates of by gone play spells. How, with hopes fresh and bright as the flowers springing up around, does he look forward to that wonderful school house, of whose scenes he has so often heard! Life itself begins dimly to loom up before him in something of its real grandeur. And along all the ways come similar groups, each with its little one coming for the first time to worship at the shrine of learning.

And who can describe the first looks of wondering reverence these little ones timidly lift to the face of their teacher? Happy the teacher who meets that first glance of childish scrutiny uncondemned, and wins by the answering look of real interest and good will, free access to the childish heart. The work of instruction has at once become easy; the childish soul has accepted that teacher as its friend and trusted guide.

And how potential over that child's whole future are those first days in school! In the whole range of teachings none are so decisive in their consequences as these. The whole range and character of its future attainments are often written, in prophecy, upon the mind of the little one during that first term at school. Then are sown the seeds of that high love of learning and fealty to truth which may lead it to explore the remotest domains of science, or there are quenched by rude, unskilled hands the first faint kindlings of a genius which might have filled the world with the glow of its full-orbed brightness.

And if in its pupils, not less in its teachers the summer school is often a place of profound interest. Here many a teacher begins his or her career. Here, for the first time, the gentle maiden, fresh from her own studies, comes to put in practice the plans of benevolent effort with which she has looked for-

ward to the teachers' calling. For the first time she is to grapple with the trying task of keeping in silence thirty or forty little tongues and reducing to order twice as many little hands and feet; of busying the minds and quelling the passions, and answering the questions of a score or two of ever restless children. Happy that teacher if an affectionate nature and a high Christian purpose shall save such task from becoming intolerable drudgery. Happy if she have the faculty of serving instead of thwarting nature, and can find lessons for the little ones in flowers and stones and trees, in birds and butterflies, and thus make nature itself a school room and all things assistant teachers.

Oh! how many beautiful associations, how many immortal interests linger around that summer school—that school of little ones! Good citizen! kind parents! look in upon it!

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THE BEAUTIFUL AND TASTEFUL IN EDUCATION—Why should not the interior of our school houses aim at somewhat of the taste and elegance of the parlor? Might not the vase of flowers enrich the table, the walls display not only well executed maps, but historical pictures or engravings; and the moralist or sage, orator or father of his country! Is it alleged that the expenses thus incurred would be thrown away, and the beautiful objects defaced? This is not a necessary result.

I have been informed by teachers who had made the greatest advances towards appropriate and elegant accommodations for their pupils, that it was not so. They have said it was easier to enforce habits of neatness and order among objects whose taste and value made them worthy of care, than amid the parsimony of apparatus, whose pitiful meanness operates as a temptation to waste and destroy.

Let the communities, now so anxious to raise the standard of education, venture the experiment of a more liberal adornment of their dwellings. Let them put more faith in that respect for the beautiful which really exists in the young heart, and requires only to be called forth and nurtured to become an ally of virtue and a handmaid to religion. Knowledge has a more imposing effect on the young mind when it stands like the Apostle at the gate of the Temple. Memory looks back to it more joyously, from the distant or desolated tracks of life, for the bright scenery of its early path.

I hope the time is coming when every isolated village school house shall be an Attic temple, on whose exterior the occupant may study the principles of symetry and grace. Why need the structures where the young are initiated into those virtues which make life beautiful, be divorced from taste and comfort. Do any reply that the "perception of the beautiful" is but a luxurious sensation, and may be dispensed with in systems of education which this age of *utility* establishes? Is not its culture the more demanded to throw a healthful leaven into the mass of society, and to serve as some counterpoise for that love of accumulation, which pervades every rank and spreads even in consecrated places the tables of the money changers.

In ancient times the appreciation of whatever was beautiful in the frame of nature, was accounted salutary by sages and philosophers. Galen says "he who has two loaves of bread, let him sell one and buy flowers, for bread is food for the body, but flowers are food for the soul." If the "perception of the beautiful" may be made conducive to present and future happiness, if it have a tendency to refine and sublimate the character, ought it not to receive culture throughout the whole process of education? It takes root, most naturally and deeply, in the simple and loving heart; and is, therefore, peculiarly fitted to the early years of life, when, to borrow the words of a German writer, "every sweet sound takes a sweet odour by the hand, and walks in through the open door of the child's heart."—*Mrs. Sigourney in Com. School Journal.*

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Co-Education of the Sexes.—The young of both sexes of our Scottish peasantry have been educated together, and as a whole, the Scots are the most moral people on the face of the globe. Education in England is given separately, and we have never heard from practical men that any benefit has arisen from this arrangement. Some influential individuals there mourn over the prejudice on this point. In Dublin, a larger number of girls turn out badly who have been educated alone until they attain the age of maturity, than of those who have been otherwise brought up—the separation of the sexes has been found to be injurious. It is stated on the best authority, that of those girls educated in the schools of convents, apart from boys, the great majority go wrong within a month after being let loose on society and meeting the other sex. They can not, it is said, resist the slightest compliment or flattery. The separation is intended to keep them strictly moral, but this unnatural seclusion actually generates the very principles desired to be avoided.

We may repeat, that it is impossible to raise girls as high, intellectually, without boys as with them; and it is impossible to raise boys, morally, as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this—girls themselves are morally elevated by the presence of boys, and boys are intellectually elevated by the presence of girls. Girls brought up with boys are more positively moral, and boys brought up with girls are more positively intellectual by the softening influence of the female character.

In the Normal Seminary at Glasgow, the most beneficial effects have resulted from the more natural course. Boys and girls, from the age of two or three years to fourteen or fifteen have been trained in the same class-rooms, galleries, and play-grounds, without impropriety; and they are not separated, except at needlework.—*Mr. Stowe, a Glasgow teacher.*

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Education in New Jersey.—The number of school districts in the State is fourteen hundred and twenty-nine; the number of children between five and eighteen years of age, 163,014; of which 114,923 have attended school during the whole or a part of the year. It is gratifying to observe that while the number of pupils attending school has increased by 9,883, the number of school districts shows an increase of but *three;* for nothing should be more carefully guarded against than the multiplication of districts to such an extent that they are unable to maintain good schools.

The amount of moneys expended for public schools during the year ending December, 1855, was $474,168 54, being an increase of $86,596 78 over the amount of the previous year, *a greater increase than has been exhibited in any previous year.*

*The State Normal School*, organized during the year, is in successful progress, and by the liberality of the citizens of Trenton, a large and commodious building has been erected for its accommodation. The act of February 9th, 1855, establishing this institution, is justly regarded as marking an important era in the educational progress of New Jersey.

*Teachers' Institutes* have been held in thirteen counties, with an aggregate attendance of 565 teachers. Their influence has been strikingly salutary, and it is hoped that they will become a permanent part of our system of public instruction.

*Webster's Unabridged Dictionary* has been furnished to 700 schools of the State, on application of the trustees, in accordance with the act of the last legislature.

*The School Fund* amounted on the 1st day of January to $413,454 96.

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"New occasions teach new duties; Time makes ancient good uncouth;
They must upward still and onward who would keep abreast of Truth;
Lo, before us gleam her camp fires! we ourselves must Pilgrims be,
Launch our Mayflower, and steer boldly through the desperate winter sea."

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# Youths' Department.

## MY SCHOOL MATES.

The old school house is gone now, its site is vacant, and its play ground is silent as the memories that linger like ghosts of the departed around it. The joyous, juvenile host that once crowded its seats, or answered to the master's rat-tat on the window sash, are scattered to their sober tasks amidst the great working world, or lie resting with the dead.

My school mates! How memory struggles, with that word, to call back again the half-hundred sturdy boys and gleeful girls whose names stood with our own upon the school roll; to whom our boyhood owed so much of its pleasures, and our manhood perhaps, so much of its character for good or evil.—As I am musing, slowly they come around me again, and the old school room rings again with the shouts of its merry population at their noon time sports.

I mark again, in the reflected light of a riper experience, the various traits and activities that commended them to my school-boy regards, and read in the magnified type of their manhood the true value of their childish virtues and vices.

And the first and saddest thought that presses upon me, is the waste of intellect that has occurred amongst them. There were minds there, shrewd, capacious and aspiring, for whom the parent or teacher had marked, in the future, a career of high attainment or brilliant success. Amongst that group

ave marked the embryo poets, scholars, statesmen, inven-
A, the future men of thought and men of action who should
ch the blessings or the noise of their achievements. Bold,
nd free, strong of will and stout hearted, there was in them the
h men are made.

ow few have fulfilled the promises of their childhood. The witty become a dull, plodding man. The sparkling maiden is now but a ner. a, narrow-minded woman. The selfish demands of a selfish world have fallen like a mildew upon the once free thoughts. Some are active, business men, and "well to do," in the world's phrase; but who that knew them in the past would not sigh to reflect how many generous, boyish traits have been smothered to make them the men they are?

A few, and those not the brightest, have more than met the hopes we formed of them. Generous, large hearted men and women, they have but expanded into manly and womanly growth the good that dwelt in them in childhood. And it is a significant fact that it is the good far oftener than the bright child that has grown to be the successful, influential man. The trained heart has outrun the trained intellect in the race of life.

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## I DIDN'T KNOW.

He gave me a knife, one day, at school,
Four-bladed, the handle of pearl;
And great black words on the wrapper said,
"For my dearest little girl."
I was glad; oh, yes! Yet the crimson blood
To my young cheek came and went,
And my heart thumped woundrously, pit-a-pat,
But I didn't know what it meant.

One night, he said I must jump on his sled,
For the snow was falling fast.
I was half afraid; but he coaxed and coaxed,
And he got me on at last.
Laughing and chatting in merry glee,
To my home his course he bent;
And my sisters looked to each other and smiled,
But I didn't know what it meant.

The years passed on, and they touched his eye
With a shadow of deeper blue;
They gave to his form a manlier grace,
To his cheek a swarthier hue.
We stood by the dreamy rippling brook,
When the day was almost spent;
His whispers were soft as the lullaby,
And then I knew what it meant.

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A Noble Boy.—A boy was once tempted by some of his companions to pluck ripe cherries from a tree which his father had forbidden him to touch.

"You need not be afraid,' said one of his companions: "for if your father should find out that you had them, he is so kind that he would not hurt you.

"That is the very reason," replied the boy, "why I should not touch them. It is true, my father would not hurt me; yet any disobedience would hurt my father, and that is worse than any thing else.

## HONORING PARENTS.

As a stranger went into a church-yard of a pretty village, he beheld three children at a newly-made grave. A boy about ten years of age was busily engaged in placing plants of turf about it, while a girl, who appeared a year or two younger, held in her apron a few sprouts of wild flowers. The third child, still younger, was sitting on the grass, watching with thoughtful look the movements of the other two. They wore pieces of crape on their hats, and a few other signs of mourning, such as are sometimes worn by the poor who struggle between their poverty and their afflictions.

The girl soon began planting some of her wild flowers around the head of the grave, when the stranger addressed them:

"Whose grave is this, children, about which you are so busily engaged?"

"Mother's grave, sir," said the boy.

"And did your father send you to place these flowers around your mother's grave?"

"No, sir, father lies here too, and little Willie and sister Jane."

"When did they die?"

"Mother was buried a fortnight yesterday, sir, but father died last winter;—they all lie here."

"Then who told you to do this?"

"Nobody, sir," replied the girl.

"Then why do you do it?"

They appeared at a loss for an answer, but the stranger looked so kindly at them, that at length the eldest replied, as the tears started in his eyes:

"O, we love them, sir."

"Then you put these grass tufts and wild flowers where your parents are laid because you love them?"

"Yes, sir," they eagerly replied.

What can be more beautiful than such an exhibition of children honoring deceased parents? Never forget the dear parent who loved and cherished you in your infant days! Ever remember their parental kindness! Honor their memories, by doing those things which would please them were they yet alive, by a particular regard to their binding commands, and carrying on their plans of usefulness! Are your parents spared to you? Ever treat them as you will wish you had done, when you stand a lonely orphan at their graves. How will a remembrance of kind, affectionate conduct towards those departed friends help to soothe your grief and heal your wounded heart!—*Delaware Gazette.*

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BEES.—Mount Hybla, on account of its oderiferous flower, thyme, and abundance of honey, has been poetically called the "empire of bees." Hymettus, in Attica, is also famous for its bees and honey. The economy of bees was admired in the earliest ages; and Emelus, of Corinth, wrote a poem on bees 741 B. C. There are 202 species of bee or *apis* genus, and 111 in England. Strange to say, bees were not originally natives of New England; they were introduced into Boston by the English in 1670, and have since spread over the whole continent. The first planters never saw any.—*Hardie's America.*

QUESTIONS.—What prominent events occurred in American history in the 16th century.

How long after the discovery of America occurred the conquest of Mexico? How long the settlement of Virginia? How long the first settlement of the United States?

What great nations were there whose history lies wholly before the birth of Christ?

What ones whose history lies wholly after the Christian era?

Which was the leading power in Europe at the beginning of the 3d century? At the beginning of the 5th century? Of the 10th? Of the 15? Of the 16th? Of the 17? Of the 18th?

"Why will the Sun shining on a fire deaden it?"

"Why will a little oil on the surface of water prevent its freezing?"

"Why does a black sub-soil when ploughed up, after a short time turn brown?"

"Why do wood ashes make hard water soft?"

"Why do stars twinkle more than usual just before a rain?"

## REPEATING DECIMALS, SURDS, &c

Decimals derived from vulgar fractions, are always repeating ones. Thus, $\frac{1}{3}$=.333 &c. $\frac{5}{9}$=.555 &c. $\frac{6}{11}$=.545454 &c. $\frac{1}{10}$=.1000 &c. $\frac{1}{7}$=.142827$\frac{1}{7}$, $\frac{6}{7}$=.857142$\frac{6}{7}$ $\frac{1}{17}$=.0588235294117647$\frac{1}{17}$ and so on. From these examples we see that some fractions repeat often while others have to be extended to a great distance before they will commence repeating, thus the decimal of $\frac{1}{3}$ repeats every figure the same, while that of $\frac{1}{17}$ has to be extended to sixteen places before it can take the first form again. As there might be some doubt whether fractions having large denominators would repeat at all, let us first examine the properties of the fractions $\frac{3}{7}$ and $\frac{5}{7}$.

If we reduce them to decimals by long division, we shall have:

1st. 7)3.0(.428571 3-7

28

(2) 20

14

(3) 60

56

(4) 40

35

(5) 50

49

(6) 10

7

(7) 3

2nd. 7)5.0(714285 5-7

49

(2) 10

7

(3) 30

28

(4) 20

14

(5) 60

56

(6) 40

35

(7) 5

If we examine the local value of each remainder in Ex. 1st marked 1 2 3 4 &c., we see them to be 3, 1, 2, 3, 4, 5, and 6. From these examples, we see that the remainders may keep changing as many times as there are units

in the denominator less one, and as the quotient figures depend entirely on these remainders for their values, therefore the number of places necessary to extend the decimal before it will commence repeating, in many cases, will be equal to the number of units in the denominator, this is the limit, though in most cases, as with the fractions $\frac{2}{3}$= .666 &c., $\frac{1}{9}$= .111 &c., $\frac{1}{4}$= .25000 &c., $\frac{1}{5}$= 2-000 &c., $\frac{1}{11}$= 090909 &c., $\frac{5}{6}$= 8333 &c., we see that a repeat takes place much short of that.

Hence, every decimal derived from a vulgar fraction, if sufficiently extended, will become a repeating one.

Secondly, can the side of a square acre be exactly expressed by numbers? If we take the square root of 160 aproximatively by the arithmetical rule, the operation may stand thus,

```
1 60(12.6491.
1
—
22) 60
    44
—
246)1600
    1476
—
2524)12400
     10096
—
25289)230400
      227601
—
252981)279900
       252981
—
       26919
```

Therefore, 12,6491 rods is near the side of a square acre. Now it is evident from inspection, that the decimal (.6491 &c.) will never run out, from this one fact alone, viz., no one of the nine digits, when squared, can produce a number having two ciphers at the right hand, as shonld be to have no remainder, yet some suppose that the decimal .6491 &c., or that of any other surd, might be expressed exactly by a vulgar fraction if one only knew how.

But it is easy to see that in the operation of finding repeating decimals the division remains the same for each quotient figure, while in finding the decimal .6491 &c. each quotient figure has a different divisor, and therefore, this decimal (.6491 &c.) or that of any other surd, cannot be a repeating one, and if not a repeating one, then it cannot be a vulgar fraction, as every vulgar fraction will produce a repeating one. Hence we come to the conclusion that the root of a surd does not wholly exist in numbers. Most of the numbers composing the mathematical tables, as the logarithmic, trigonometrical, travers &c. have the same properties, and, therefore, can never be perfectly formed. And those who in the past, have spent so much time in trying to find an exact expression of the circumference of a circle in terms of its diameter, have supposed that the number 3.4159 &c. did not possess such properties as surds, which is probably true I have little doubt that the decimal .14150 &c. will yet be rigorously demonstrated (if it has not already) to possess the same properties as a surd.

Those who have examined the subject of CONTINUED FRACTIONS in Bourdon, and more fully in some other works on algebra, may consider the foregoing conclusions as nothing new.

My main design has been to present the nature of surds, in such a manner that those having little or no knowledge of algebra, might have a correct knowledge of them.

I would here state that I have, a short time back, discovered a theorem by algebra similar to that of the binomial, which will determine the sine or cosine of $n$ times, or the $n$th portion of an arc, from the sine or cosine of the same; which opens the way for determining the trigonometrical formulas and the series for computing the arc, the same as brought to view in the calculus without recourse to differentials or integrals. Perhaps previous authors have discovered the same. I have not, however, seen any thing of the kind, in any mathematical work.

J. B. MOTT.

Dowagiac, March 24 1856.

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HAPPINESS AND BENEVOLENCE.—The inseparable connection between these two is very well shown in the following extract from the life of Hon. Amos Lawrence, the great New England philanthropist. He was wont to take an account of his property at the beginning of each year. The following is his entry Jan. 1, 1852:

"The value of my property is somewhat more than it was a year ago, and I pray God that I may be faithful in its use. My life seems now more likely to be spared for a longer season than for many years past, and I never enjoyed myself more highly. Praise the Lord, O my soul."

"P. S. The outgoes, for all objects since January 1, 1842—ten years—have been six hundred and four thousand dollars, more than five-sixths of which have been applied to making other people happy; and it is no trouble to find objects for all I have to spare."

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THE CAMELS.—The camels and dromedaries purchased and otherwise procured by Major Wayne and Capt. Porter, under the appropriation made for the purpose at the last session of Congress, in Asia Minor, embarked, (Feb. 11, 1856,) and the vessel would sail with the first fair wind for the United States. The number of animals procured is 33, viz: 9 male and 15 female camels; 4 male and 5 female dromedaries.

The vessel is expected to arrive at Indianola, Texas, about the last of April; at which place they will be landed and suffered to recruit before being employed for army transportation purposes. Several of the animals are a present from the Viceroy of Egypt to our government.

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INVENTION OF BOOTS.—Boots are said to have been invented by the Carrans, of Italy. They were at first made of leather, afterward of brass and iron, to shield the foot in battle. It was from this that Homer called the Greeks brazen-footed. Formerly, in France, a great foot was much esteemed, and in the fourteenth century, the length of the shoe was a mark of distinction. The shoes of a prince were two-and-a-half feet long; those of a baron, two feet; those of a knight, eighteen inches.

# Editor's Table.

MR. EDITOR,—I wish to inquire whether or not, for the higher classes in our district and union schools, we could not use advantageously, for reading, volumes of essays, reviews, or even histories? I am aware of some objections to the use of such books, such as the the lack of variety, &c., but I am desirous of learning if there are not some advantages to offset the real or supposed disadvantages.

Could or could not a *taste* for good reading be created in pupils better with books of the character of which I have spoken?

I have some opinions upon this matter, but I would like to learn the opinion of others better qualified to judge than myself.

AN INQUIRER.

NORMAL SCHOOL.—The recent public examination at the Normal School was one of the most satisfactory ever held. It fully sustained the high reputation this noble Institution long ago won. Admirable in its almost perfect discipline, noted for the thorough and sound scholarship inculcated upon its pupils, our Normal School is exercising the benignest influence over the educational interests of the entire State.

At the close of the examination a prize of $25 in gold, offered by Hon. J. R. Kellogg of Allegan, to the student who should memorize the most pages of Washington's writings, was awarded jointly to C. P. Clements and Mr. Clarke, who had committed about sixty octavo pages each. The venerable donor who had chosen this method to excite a higher veneration for the character and genius of the great and good Washington, also gave prizes of $5 and $7 to Mr. Lapham and Mary Wilson, pupils who had also committed a large number of pages.

On Thursday evening, a musical soiree was held under charge of Prof. A. Miller. The exercises were agreeably diversified by a scene alike pleasant and honorable to the parties immediately concerned. One of the members of Senior class, in an appropriate speech, presented to Prof. O. Jackson, whose connection with the Institution was about to close, a valuable case of mathematical instruments, and an elegant gold pencil case and pen. The Professor responded in a very happy manner, alluding to the fact that he was one of the only two remaining members of the original Faculty, Prof. Welch, the Principal, being the other, and expressing his warm commendation of the entire policy and discipline of the Institution. Prof. J. will bear with him the warm esteem and kind wishes of a large circle of personal and professional friends. As a teacher he has few equals; as a man his many generous qualities and high integrity have endeared him to all his friends. He is to be succeeded for a year at least by Mr. Clark from the Michigan University, who comes highly recommended.

The Normal School gains another valuable acquisition to its corps of instructors in the person of Prof. J. F. Cary, late Principal of the Auburn Academy, N. Y. Prof. C. takes the chair of languages, and will be welcomed back to our State with no ordinary delight.

Our attendance upon the State Institutes has interrupted some of our serial articles.

STATE TEACHERS' INSTITUTES.—The Institutes just concluded at Cassopolis and Battle Creek, were perhaps the most successful ever held in this State. Valuable courses of lectures were given on Grammar, Arithmetic, Physical Geography, Nat Philosophy, History and Book keeping, and popular lectures on educational topics were delivered in the evenings to large and attentive audiences. An earnest, and in some cases, almost enthusiastic attention was given by the members of the institutes to the lectures of the various instructors, and expressions of profound interest in the subject of popular education, escaping from persons without, as well as within the institutes, told full well how truly these gatherings were accomplishing their purpose of cultivating a spirit of improvement in educational affairs.

A few such gatherings as these, held throughout the State, would put a new life into the educational machinery of the State. We trust that the success of these Institutes will secure even a larger attendance upon those to be held in the fall. Three hundred can listen to a course of lectures as well as one hundred. We hope, also, that the public sentiment will soon become so enlarged and liberalized in our State, that we shall follow the example of the older states, and provide free entertainment, at least, for the ladies who attend these Institutes. The people of a village enjoying the intellectual treat afforded by the sessions of such an institute in their midst, can well afford to open their doors for a few days to the teachers who spend their time and toil to make themselves better servants of the public. We believe this needs but to be suggested to meet a cordial response from our really generous hearted people.

A series of resolutions warmly approving the system of Teachers' Institutes and tendering appropriate thanks to the Superintendent of Public Instruction and to the Board of Instructors, was passed by the members of the Institute at Battle Creek. Want of space forbids our publishing them in full.

A VOICE FROM GRATIOT.—I am gratified to be able to inform you that a lively interest is exhibited by the inhabitants of this county generally in the formation of school districts, erection of houses, and establishment of good schools. Very few years will elapse before this wilderness will teem with an active, industrious and well educated population, and the rising generation of Gratiot county will have opportunities for education never surpassed in such a country and under such circumstances. As you, sir, remark, the periodical you publish is of especial importance to the people in new counties just forming their schools and beginning to make arrangements for the education of their children. I have been somewhat conversant with both the theory and practice of teaching, though in another and older State, and have often felt to regret the too frequent apathy felt upon the subject of education by the public generally. The Act of the Michigan Legislature providing for the circulation of your periodical in every township was a commendable and wise one, and I hail its operation here with high hopes of the good I doubt not it will be instrumental in effecting. Yours respectfully, F. MILLER,

*Dep. Co. Clerk, Gra. Co.*

TO INSPECTORS—A COPY OF THE JOURNAL FOR EVERY SCHOOL-ROOM.—The semi-annual meetings of the School Inspectors for the examination of teachers will be held throughout the State on Saturday, the 12th of April. Will the Inspectors call the attention of the teachers to the Journal of Educa-

tion? It has occurred to us that with a little effort every school house in the State might be provided with a copy, and who can doubt that its monthly visits to the school would be productive of much good. Let every teacher write at the top of a half sheet of paper, "*The Michigan Journal of Education for our school room—only one dollar.*" Let him write under this his own name with 6 or 10 cents set opposite, and then ask some large pupil to pass it around at some recess or noon time, or if he prefers, present it to a few of the parents as he meets them. The sum will easily be made up and enough more to pay the postage, which is only six cents a year. We are now sending the Journal to some of our best schools. Why not send it to all?

We would ask attention to the new advertisements we publish this month. The new work advertised by a citizen of our State, Mr. J. B. Mott, will well repay the attention of mathematicians.

Our thanks are due to Senators Cass and Stuart for copies of speeches, &c.

# Literary Notices.

NATIONAL EDUCATION IN EUROPE. *Henry Barnard, L. L. D.* Published by H. Cowperthwait & Co., Philadelphia.

This book is a reprint of Barnard's work on Normal Schools, with many valuable additions from materials collected by the author during a recent visit to Europe. The book is an exceedingly valuable one, both from the information it affords concerning the educational systems of Europe, and from the mass of sound and practical thought on the subject of education in general, incidentally given. There are few books, indeed, from which the thoughtful teacher can glean so many useful hints for his practical direction as from this. Hundreds of points of deep interest are suggested, which rarely occur to the ordinary teacher, but which are fruitful in the best results. The book is crowded with the ripest fruits of the best experience. See publisher's advertisement.

A TREATISE ON ENGLISH PUNCTUATION. *By John Wilson.* Crosby, Nichols Co., Boston.

We are frequently asked by young writers for rules for punctuation. We shall hereafter answer such inquiries by naming to the inquirer this book. It is a complete manual in this department, and should be in the hands of every one who writes for the press. The directions for preparing copy and reading proofs contained in the book are not the least valuable part of it. The book is arranged so that it can be used as a text book in schools.

SPIRITUALISM AGAINST CHRISTIANITY. *By J. W. Daniels.* Miller, Orton & Mulligan, Auburn.

This book is an exposure of the spirit rappings, &c., and it certainly shows this modern delusion in no favorable light. Made up from their own writings and sayings, it convicts the professors of spiritualism of the grossest errors and the most abominable practices. It assumes that the manifestations are the work of demons, and if its facts are to be believed it fixes upon the mystery a character which may well deter any Christian from giving heed to it. For sale by Kerr, Morley & Co.

PENNSYLVANIA SCHOOL ARCHITECTURE; a manual of directions and plans for grading, locating, constructing, heating, ventilating and furnishing common school houses. *By Thos. H. Burrows.* Published by authority. Harrisburg, 1855.

We tender our hearty thanks to our compeer of the Penn. School Journal, Mr. Burrows, for a copy of the above work. We have examined the book with much interest. Besides the plans for school houses, the book contains valuable descriptions of school apparatus, suggestions and plans for arranging school grounds, and directions for the construction and use of gymnastic apparatus. The various subjects are well illustrated with plates. Pennsylvania has done nobly in providing so excellent a manual for her schools.

A PRACTICAL SYSTEM OF BOOK-KEEPING, BY DOUBLE AND SINGLE ENTRY. *By Hon. Ira Mayhew.* D. Burgess & Co, N. Y.

This little book is better adapted to the use of our primary and union schools than any other we have examined in this department. It is widely used and has received the commendation of many of our best teachers.

AMERICAN JOURNAL OF EDUCATION AND COLLEGE REVIEW.

The March number of this monthly is full of valuable articles. For terms see advertisement in our March number.

THE ENGLISH SENTENCE. *By A. S. Welch.* A. S. Barnes & Co, N. Y.

We are indebted to the courtesy of Mr. B. B. Northrop, for a copy of the second and revised edition of this work, and we gladly seize the opportunity to bring it before our readers again.

Prof. Welch will yet be recognized, if we mistake not, as the most rigidly philosophical of all the grammarians of the English Language. We owe it to the schools of our State to recommend the wide introduction of his book as the only means of rescuing the study of grammar from the general neglect if not odium under which it lies. The study of language, and especially of our own, is one of the most truly practical studies in which the young can be engaged, both from the fine training it affords the mental faculties and from the vital connections existing between cultivated speech and cultivated thought; and we know of no measure so likely to elevate this study to its proper place in the public esteem as the use of the clear and sensible methods of analysis proposed by Prof. W. The difference between it and the older grammars is the difference between the puerile and puzzling riddles of the old schoolmen and the clear deductions of modern science.

MAYHEW ON POPULAR EDUCATION. Published by D. Burgess & Co.

We ought to have paid our respects sooner to this work of our excellent Superintendent of Public Instruction. It has been too long and too favorably known to need commendation from us. It is a valuable treatise and full of sound views and practical suggestions. See our premium list.

HARPERS' MAGAZINE: Harper & Brothers, N. Y. PUTNAM'S MONTHLY: Dix & Edwards, N. Y.

We would refer our readers to previous numbers of the Journal for fuller notices of these splendid periodicals. The April numbers are on our table, and filled to the brim with good things. We are conscious of a quiet joy, each month, as Harper or Putnam comes to hand, and we count these as bright hours in the calendar of life. We, in simple kindness of heart, would gladly share this joy with every teacher in the State; and in this way we will send either of them and the Journal of Education to the same address one whole year, for only $3.

THE ILLINOIS TEACHER: *Edited by C. E. Hovey Peoria.*

INDIANA SCHOOL JOURNAL: *Resident Editor, G. B Stone, Indianapolis.*

Our friends in Illinois and Indiana are doing nobly. More beautiful and excellent periodicals do not reach us from any quarter. The appearance of such helpers in the field inspires us with a fresh courage. Terms for each, $1 per annum.

HOUSEHOLD WORDS for April may be found at J. A. Roy's, Woodward Ave., Detroit. It is freighted as usual with a full burden of pleasant tales, essays, sketches, &c. Price 25 cents a number.

# Items and Notices.

The Michigan Female College at Lansing is rapidly rising in public favor. A building to cost $20,000 has been projected and the Lansing papers speak in the most enthusiastic terms of the character of the Institution. The known ability of the ladies engaged in this enterprise give good promise of its success.

—— The office of Superintendent of Public Schools in Detroit is to be left vacant this year. The project of a Central High School is eliciting much attention. A diversity of views exists as to the form to be given it.

—— IS IT TRUE that the great city of Rochester N. Y. has voted that their public school teachers shall build their own fires and sweep the snow from the walks before the school houses? that the ladies who teach their children shall add to their self-denying and poorly requited toil these hard menial services or pay for them out of their stinted salaries? For shame! When will the people of America learn to estimate rightly the real value, to society and to the State, of the services their teachers are performing?

—— The citizens of Dowagiac have voted a tax of $3000 to build a Union School House.

—— Macomb Co. Educational Society meet at Disco on Monday the 14th of April. It will continue in session through the week, holding an institute session. Lecturers from abroad have been engaged to attend.

—— St. Joseph Co. Teachers' Association hold their meeting at White Pigeon the 4th of April. Prof. Churchill of Hillsdale College delivers an address.

—— The Wayne Co. Teacher's Association will meet at Wayne the 2nd Friday and Saturday of May.

—— The Lenawee Co. Teachers' Association hold a QuarterlyMeeting at Hudson, the 30th and 31st of May next.

# MICHIGAN JOURNAL OF EDUCATION,

## AND TEACHERS' MAGAZINE.

VOL. III. MAY. NO. V.

## EDUCATIONAL REFORM IN MICHIGAN.

In the march of educational improvement Michigan occupies no mean place. We point with pride to her higher institutions of learning, and to the large advance made within a few years in the character of her primary schools. A generous rivalry is springing up amongst our large towns and villages in the erection of spacious and costly Union School Houses, and in procuring for their children the advantages of a more liberal course of study and of a higher order of instruction. The educational movement is a popular one, in the politician's sense of the term, and every project looking to an increase of the school fund or to a multiplication of higher schools is sure to receive its due share of attention.

The evidences of progress are so palpable as to have caught the attention of the most careless observer, and no remark is more frequently heard as one passes through the State than this, 'There has been a great improvement in our educational affairs with four or five years.'

But notwithstanding this favorable aspect of the cause of education, there still remains much to be done, and not a little to awaken the solicitude of the thoughtful educationist. It should be remembered that something else is needed besides large school funds, fine school buildings and free schools. So Connecticut learned to her cost, till her leading educationists felt serious doubts of the advantages of free schools.

In Education, no more than in any other great reform enterprise, can the movement be sustained merely by money. Souls are needed;—earnest souls that feel the good to be gained; and the public mind needs to be aroused and quickened to comprehend the necessity, and to covet the fruits of the reform. The people themselves must be made to feel not only that a higher grade of popular education is essential to the progress of civilization, that it is necessary to the well being, both of the citizens and the state, and that a high and healthful education is the very nurse of public virtue and happiness, but that this education can be secured only by the earnest effort of the entire body of the people.

The people of Michigan have done well in erecting so many noble school

houses, nor would we have this work cease till every village in the state shall have, as its chief ornament, a tasteful and spacious school building, so attractive in its appearance and surrounding, that old men, as some have done, shall sigh to be school boys again, and school boys shall be lifted into something of manly dignity and respect, by the silent but strong influences of the halls in which learning finds her fitting home, and where the wonders of science are unfolded to their gaze. But another and more difficult, if not more costly, work still needs to be done, or we shall be deeply disappointed in the results expected from these efforts and sacrifices. Machinery, though never so excellent and beautiful, is of but little use without the motive power to drive it. The sunshine and shower is needed as much as the soil and the husbandry in order to the production of good crops; and so in the educational cause, a public sentiment which demands and appreciates a high grade of education is absolutely indespensable to the highest success of our public school system, and one can easily foresee that if such a public sentiment do not come to adopt and second the efforts already put forth, a few years must witness a painful if not a disastrous revulsion in our educational movements.

In this country public opinion is the real monarch, and but little is effectively done which that opinion does not command. Public opinion alone has power to furnish our schools with men of mark as teachers, and to demand a generous culture for the masses of our children.

In the cultivation of public opinion, as in the formation of private, the material to be employed is simple fact and plain truth, and this must be addressed to the mind through the eye or ear.

We advocate first, then, an earnest and systematic effort, on the part of the friends of popular education to get before the people printed appeals and statements, which shall awaken them to a sense of the vital need and vast importance of a true and liberal education of the young. In Connecticut a Bill was introduced into their Legislature appropriating $400 for the distribution of educational tracts, and in Pennsylvania and Ohio many of the secular papers are devoting one or more columns weekly to educational affairs as they have long been accustomed to do for agriculture. These instrumentalities should both be seized upon and used. Our best teachers should be invited to prepare tracts for the people, and aided to join in the work. Nor should the Journal of Education be forgotten. Its circulation should be doubled as fast as possible.

A *second* measure of reform, and one more adapted to pioneer work than any other, is the system of public lectures. Here again Connecticut has set us a good example. The Superintendent of Public Instruction there has been

authorized to procure a public meeting to be held, and lectures to be given in every school society in the State. No agency so reaches and fires the public mind, as the voice of the living, earnest speaker, and we should expect the happiest results, could competent speakers be procured to visit and address every township in the State. This measure has already caught the attention of some earnest and thoughtful minds, amongst us, and it need only to be properly initiated to attract to it the favor of all the friends of popular education. We owe to ourselves and to the State, that earnest measures be soon devised and adopted.

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For the Journal of Education.

## OBSTINACY IN TEACHERS.

Obstinacy is sometimes defined as an unreasonable adherence to an opinion, purpose, or system; a fixedness of resolution which yields neither to persuasion nor argument. Uusually it is a bad quality of mind; a very unamiable and undesirable trait of character. It is, however, in a few cases turned to a good account.

A soldier is commended for fighting obstinately, especially, if, in the end he is victorious. In some relations of civil life, and political action, obstinacy can be tolerated, and even praised.

But in a teacher it is always unfortunate, and generally reprehensible; or if ever tolerable, only in its milder form when shading off into what is termed firmness.

It is manifested by teachers in a variety of ways; a few of which it is the object of this article to notice.

I. Obstinacy frequently exhibits itself in the estimate put upon different studies, and the time given to them in a course of instruction.

A diversity of appetite in the physical, and of talent and taste in the the mental constitution of men is one of the very admirable arrangements of the Creator. And yet this diversity has been, and will probably continue to be, much in the way of a good many peculiar notions and favorite schemes.

Socialism and communism will fall upon this rock and be bruised, if not broken, for some generations to come. In the management of schools, in the allotment of studies, and in the division of time, it presents a practical difficulty over which educators, at the present time, are constantly stumbling. The brief period in human life devoted to what is, often absurdly enough, called "getting an education," is quite too limited for the multiplicity of things

crowded into it. Some branches, of necessity, must be either entirely omitted or passed over hastily, and consequently superficially.

The question arises, what sciences, or branches of science, or departments of study can be slighted with least injury to pupils? or what branches can be pursued most easily and advantageously after a student has left the school or the college? Just here the unreasonable attachment of teachers to particular departments of knowledge, and their obstinate adherence to their own opinions appear in very objectionable forms, and often with most unhappy results. This is especially the case in the incipient stages of union schools and others of a somewhat similar character. The joint labor of several individuals is required, but the control is in the hands of one almost entirely during the formation period.

If that one is especially fond of mathematics, there is danger of an unreasonable preponderance of mathematical studies; or if he has a strong attachment for language, there is danger of an undue leaning in that direction; or if he believes much in the importance of rhetoric and its kindred branches, there is danger of unnecessary exhibitions, displays and such like matters, to the detriment of the more solid parts of education.

A struggle, of course, may follow between the different teachers, more or less quiet, according to their different characters, but, in the end, the strongest, or the most obstinate, succeeds, for a time at least, in giving tone to the school. It is true a subordinate teacher may exhibit equal obstinacy and thwart the best laid plans and most laudable purposes of the Principal, without uttering a single word. A look, a turn, a sneer, a heartless co-operation, with a design to bring a system into contempt, are sometimes sufficient to accomplish this. From this quality of mind, strengthened perhaps by exercise, it not seldom happens that teachers who do well alone are decidedly bad co-laborers.

II. Obstinacy is sometimes shown by an unreasonable devotion to favorite authors and text books.

The power of habit is strong in teachers, as well as in other men, and the natural tendency of the profession is conservative in a very high degree. This conservative force is not yet felt to any considerable extent in any part of our country, and least of all in the newer States; but a mere glance at the past will verify the assertion.

When a particular form of words has been used to express any idea or fact, as a rule in arithmetic or a law in syntax, the thing signified becomes so strongly associated with the dress in which it has been clothed that the two are confounded. The one seems lost, when the other too is changed. The old friend is hardly recognized in new attire. The new is rejected simply be-

cause it is new, without regard to the advantages or disadvantages arising from the change.

Besides this affection for familiar forms and sounds, which grows with one's growth, there is a real advvantage derived from the association of an idea or principle with chapter, verse, page, or even with the position upon a page,—an advantage which ought not to be thrown away unnecessarily or rashly. Change of text books, apart from expense, is an evil, and should be resorted to only for good and sufficient reasons.

But when those exist, it is the sheerest obstinacy to refuse to lay aside an antiquated, or a defective book for a better new one.

Obstinacy is manifested, however, quite as often and with far less excuse, in advocating and introducing new school books as in clinging to old ones. A teacher sometimes appears determined to introduce books different from those used by a predecessor, whether they are better or worse in character. This is especially likely to be the case if any ill-feeling or rivalry has, at any time, existed between them.

This kind of obstincy has no excuse, and inflicts injustice in proportion to the expense incurred in the change.

Personal friendship for an author leads not unfrequently to strong efforts for the introduction and use of his works, with very little regard to their value. Obstinacy and affection become combined and afford a somewhat amiable exhibition of a very unlovely quality. This could readily be pardoned if only the parties most nearly concerned were injured or benefitted, as the case may be, by the operation.

A tenacious and unreasonable fondness for particular books, and a very strenuous advocacy of their claims, are said, occasionally, to arise from considerations and motives of which it is difficult to speak without saying either more or less than ought to be said. Publishers are honorable and liberal men, and no imputations should be cast upon them or upon their business transactions. None is intended.

Like other men, they are expected to use the most available means for disposing of their property to the best advantage. If books given away freely yielded the largest per centage of profit, they will, of course, give away freely, and are not to be blamed severely for so doing. If books for a class or a school can be sold by giving one to a teacher, the bargain is not a bad one in a business view. How the transaction may appear when examined on the side of the receiver is a question which does not need to concern them materially.

Those engaged in teaching are doubtless as susceptible of gratitude for acts of kindness as individuals in other situations; and gratitude certainly is one of the cardinal virtues.

It should not, however, be allowed to bias the judgment. Nicely bound, well-printed volumes are fine things to have on one's table or shelves; but they should not blind the eye to deficiencies of matter or errors of style or statement.

It has been insinuated that teachers have sometimes so far forgotten their own self-respect and the dignity of the profession, as to serve, secretly, in the capacity of agent for school books, with handsome commission for services, when engaged in the associations and institutes. An influence may, in this way, without doubt, be secured in behalf of some favorite work, but at the risk of incurring the hearty and deserved contempt of all honorable men.

Such associations, and every individual connected with them, in their united action, should occupy the position of judges and not advocates. Resolutions of extravagant praise, passed by conventions of teachers, of even a truly valuable work, are open to some just criticism. Every appearance of undue or unreasonable attachment ought to be avoided. A regard for the interests of education should outweigh any considerations of the interests, or even the feelings, of authors or publishers.

II. An obstinate disposition is shown by an unreasonable adherence to favorite modes of discipline, methods of conducting recitations, and other exercises of the school room.

The public sentiment of different localities differs in no one thing more, perhaps, than in respect to school discipline.

Corporal punishment is not only justified but even desired and expected in some towns and neighborhoods. In other localities this kind of discipline is neither allowed or tolerated. This public sentiment must be respected and followed to a certain extent, and for a certain length of time. If wrong it may be corrected gradually, but cannot be resisted or changed at once. A wise teacher will not set himself in opposition to this openly, on first entering a new field of labor. A desirable thing can be accomplished by a shrewd man in a much easier way.

One can often best lead by securing to follow.

Some teachers, however, as well as some ruling families, after the first twenty years of life are passed, never seem to learn or to forget anything. An individual who has taught successfully a particular kind of school in one locality, and has secured a fair local reputation, if he belongs to this stand-still class of opinionated, self-confident men, will be likely, in a new situation, to exhibit a large degree of obstinacy. He will be sure his own ways are quite as good as any others. It is enough for him that in another place he has followed a certain plan and succeeded. He can conceive of no sufficient reason

why that which is good in one school is not good in all. The prejudices of parents, the opinions of associates, and the previous training of pupils are of very little importance in his view.

He sets himself down, with the consistency of a mule, in his old habits, perfectly satisfied that he is one of the people and that wisdom will die with him.

Such a man reminds one very forcibly of the philosophical nations of olden time, who came to the natural and comfortable conclusion that they were situated exactly in the center of creation, and pitied the poor fellows living round the edges. Such unfortunate teachers should be advised to emigrate forthwith to the "flowery central kingdom." Nature and education have fitted them most admirably for citizens of that progressive empire.

A few only of the methods by which obstinacy is exhibited have been indicated in this paper, but enough, it is hoped, to lead the reader to an examination of his own spirit and temper, and save possibly, some one from stumbling where others have fallen before him. Teachers, fully as much as men in other professions, have need to be both wise and harmless. "Know thyself" is an injunction of great value to them.

## DISTRICT SCHOOL LIBRARIES.

Few of the educational improvements of modern times seem so really wise and benevolent as the District Library system. To provide free libraries for the whole people appears the necessary complement of providing them schools. The intelligence gained in the school is soon lost unless it be reinforced with new acquisitions, and it must be seen that mere schooling can never make a people intelligent unless that schooling awakens a love of reading. The Empire State lead the way in the establishment of libraries, and we well remember the general joy with which people hailed the movement which was to open to all, both rich and poor, the treasures of knowledge. Since that time very many of the States of the north and west have followed the example of New York, and some have far surpassed her in the munificent endowment of these people's libraries. In Ohio, it is estimated that the tax raised last year for library purposes was $80,000. Indiana has just supplied her 690 townships with libraries containing 321 volumes each at a cost of $213 per library. In Michigan we raise an annual tax of $25 for each township for library purposes, and this amount is often more than doubled by the addition of certain fines which have been assigned to the library fund. Probably $14 or $15

are expended annually in this State for library books, and yet it is to be confessed that beautiful as the library system is in theory, and liberally as it has been sustained, it fails to produce the good expected from it. In many towns large and really valuable libraries have been collected and are well used, but these are exceptional cases. The mass of our school libraries are but little used and many are made up of publications whose only merit is that they were bought cheap. Thus far it must be confessed our library system in this State has proved a failure, and it is full time that the attention of the friends of popular education should be directed to some reform of the sytem which may, if possible, save it from contempt and make it subserve more efficiently the noble and useful purposes for which it was established.

And it may well be questioned in the first place, whether our present system of township instead of district libraries is a wise one. The district director in a large majority of cases fails to draw the quarter of books to which his district is entitled, and very few change them quarterly as required by law. The people of the district feel no pride in their library, and as it can remain with them only three months no opportunity is afforded to consult again and again favorite books, and thus become familiar with them. The proper use of a library consits not in reading all the books through in the order of the catalogue, but in becoming familiar with certain books while with others we need only to form a slight acquaintance.

We would therefore suggest, 1st, that our township libraries be apportioned permanently amongst the districts; 2nd, that whenever practicable, the library be kept at the school house and the teacher be the librarian. The teacher, if true to his calling, might then favor its use by recommending its volumes to those whose capacities and wants they were especially fitted; 3rd, and finally, that the Superintendent of Public Instruction be required to recommend a list of books to which he might make additions from year to year.

An earnest movement is demanded in this enterprise, and we hope to see it soon begun.

## THE TRUE IDEA OF FEMALE EDUCATION.

BY JAMES R. SPALDING, A. M.,
Editor of New York Courier and Inquirer.

[We extract the following from a long and valuable article in the April number of the American Journal of Education and College Review, an able educational monthly, published in New York City.—*Ed. Journal.*]

Assured by Christianity, of her solemn responsibilities and high destinies, it is not only the privilege, but the duty of woman to secure the just and full

developement of her own proper nature, and thus fit herself completely for her own appropriate sphere. The process of effecting this is nothing more or less than Female Education.

Now, it is very easy, in considering the different phases of nature in man and woman, to say, as Milton did of Adam and Eve—

> For contemplation he, and valor formed;
> For softness she, and attractive grace.

For it is very easy to see that the reflective faculties generally predominate in man, and the affective in woman, and that energy marks the one, and sensibility the other. This answers well enough in its way for a running distinction, but it will be very apt to deceive us, if we forget the essential unity of the human soul, and take the reigning element as an exclusive possession and power. Woman, to be woman, must reflect as well as feel; and man, to be man, must feel as well as reflect. Thought and feeling stand reciprocally in need of each other, in the work of developing character. As thought gains new life and animation from the rich feeling, with its quick, tender, and profound movements of the soul, deriving therefrom its vital nourishment and sustenance, even so the feelings are not unfrequently first awakened, and very often strengthened and elevated, by the lofty flight of thought, in its bold and searching inquiries. The mind of woman differs from that of man, chiefly in its being more imbued with feeling, and thus more delicately knit together, more harmoniously adjusted, and more keenly vivified, while man's mind is fitted for a more daring and a more abstract, a wider and a cooler range. It is a common remark, that woman excels in tact. Yet what is tact but the judgment of feeling controlling outward action. We hear, too,that the opinions of woman are rather intuitions than logical conclusions. Yet what are her intuitions, but the instantaneous impressions made upon her entire nature, sympathetic as well as sentient.

It is this difference in the higher nature of the sexes—thought predominating in the one, and feeling in the other—and the natural affinity of thought and feeling, their tendency towards a living inter-communion, that gave so much force and truth to the old philosophical idea, that each sex finds in the other the psycological complement of its own being and character, and that it is the attraction between the two which gives the charm to all social intercourse, and their perfect and permanent union, through the assimilating power of love, that makes man and wife ONE—something more than a harmony, a completed unity. It would not become me, perhaps, to be very absolute on this subject, but I cannot help marking the perfect accordance of this Platonic idea with the account of the spiritual structure of our humanity, given in the first chapter of Genesis: "So God created man in His own image, in the image of God created He him; male and female created He them," the idea of duality here being entirely merged in that of unity. It is a truth too often forgotten, that what is called the subordinate of one sex to the other was a result, not of their original creation, but of their subsequent fall. It had its rise in the curse pronounced upon the woman, "Thy desire shall be to thy husband, and he shall rule over thee." But the fall, though it corrupted the will, and darkened and confused our whole nature, did not destroy any of the primal elements of our being, and the ideal type of the race yet remains.

These truths being justly apprehended, the term Education, as applied to

woman, at once assumes its full significance. She is not, any more than a man, a thing, to be made up for a certain end—not to be fitted out simply for marriage, any more than he is to be fitted out simply for a profession. In an old Latin treatise of St. Bernard is the following admirable passage: "There are those who wish to know, for the mere sake of knowing; this is a low curiosity. There are those who wish to know that they may be known, and this is a low vanity. There are also those who wish to know that they may sell their knowledge, so to speak, for money, for honors [had the old saint lived now-a-days, and looked at accomplishments as understood and cultivated in some of our boarding-schools, would he not have added for marriage?], and this is low venality. But there are those also, who wish to know, that they may upbuild, and this is charity, and likewise those who wish to know, that they may be upbuild, and this is wisdom. Of those the last two only do not pervert the real end of knowledge, which is to be good and to do good." Education then, in both sexes, is a sacred duty, life-long and ever progressive. Its result in both cases is to develop and harmonize the native capacities and qualities; in both sexes producing strength and beauty, nobleness and loveliness; but in accordance with the original constitution of our respective natures, the strength and nobleness predominant in the one, the beauty and loveliness in the other; and in their outward efficacy both working by action and by influence, but in the one sex chiefly by action, in the other chiefly by influence.

If right education must have regard to differences in individual nature, it must much more have regard to differences in sexual nature. Now there are three qualities which are the natural elements of womanhood—they are MODESTY, TENDERNESS, and GRACE. These are a credit to man, but to the woman they are something more than a credit, they are an absolute necessity. They are set, by the kind hand of Nature, in her very inmost being, and it is very difficult, in most cases actually impossible, to pluck them out utterly. When this is done, she is unsexed, and becomes a monster. These three qualities are intimately related to each other, and yet each is distinct in its manifestation and its effect. *Modesty* is woman's natural safeguard—that quick and delicate feeling in the soul which makes her shrink and withdraw herself from every thing that has danger in it—that innate sensibility which warns her to shun the first appearance of every thing which is hurtful, and ever tends to keep her within her own bright and pure womanly sphere. *Tenderness* is what makes her susceptible to all gentle and generous impulses of soul and sense—which gives quickness to her sympathies, softness to her judgments, devotedness to her love, and pity to her disdain; which ever inclines her to charity rather than to rigor; to mercy rather than to justice. *Grace* is that native, indefinable quality of her soul which inspires a beautiful propriety in every word and movement—that sense of the becoming which unconsciously imparts something of symmetry to all that she says and does, suggestive of delicacy, fineness, unconstraint, instinctive aptitude. These three qualities, or rather instincts—modesty, tenderness and grace—exist, I say, more or less in the original constitution of the woman. The most simple and complete child of nature Shakespeare ever bodied forth, Miranda, reared by her father alone on an isle secluded from all the world, was *merely* the bright, consummate, untainted flower of these germs, which nature had placed in ever feminine soul.

I have now spoken of certain qualities which every woman has by nature,

which compose the very essence of her true womanhood, and which it is supremely necessary for her to cherish in all their perfection. But these, indispensible as they are, do not constitute the stamina of her character as a probationary being, with high responsibilities and hard trials to meet here on the earth. For this we must look to the faculties which she shares with man, her fellow probationer—to her *intellect*, her *imagination*, her *will*. These must be expanded, strengthened, disciplined, regulated. She has a *conscience*, too, and that must be enlightened, and armed with all its rightful power. All these faculties of her being ought to be educated; yes, if you will, educated up to the very highest degree, but educated in harmony with each other, and chief of all, educated in harmony with her native attributes.

Expand and furnish the *intellect*, so that she shall understand the actual scope and relations of things, form correct judgments, think deeply and discerningly, and talk intelligently and aptly; but no such unnatural stimulus should be applied to the intellectual part of her being, as to make that the central seat of her life, draw away and lock up here the subtle currents of her womanly nature, and constitute that peculiar production which every body has heard of and nobody loves, "a strong-minded female." We hear of the sad power of

> ———abtruse research to steal
> From man's own nature all the natural man.

The stealth of the natural woman is a thousand times more melancholy.

I have said that the *imagination* must be cultivated. It is a noble faculty. Bonaparte said that imagination rules the world. The sense of beauty resides there—that which colors, exalts, etherializes—that which furnishes faith and hope and love with their inspiring ideal—that which lends enthusiasm its celestial wings—that which quickens and vivifies the great law of association, brings the soul into communion with the spirit of nature, invests the most common things of life with a poetry,

> Finds tongues in trees, books in the running brooks;
> Sermons in stones, and good in everything.

Cultivate, then, imagination. Woman needs no less than man, and it is even more congenial with her duties and her nature. It will make the happiness already possessed all the more happy, and open a thousand new sources of delight unknown before. And yet, if this faculty be not wisely cultivated, if it become over-excited, and acquire a growth disproportionate to that of the reflective and moral faculties, it produces a most baneful effect upon the whole being. It can not be allowed to luxuriate, without including the consequences of all luxury, enervation and enfeeblement—without unfitting for all the sober realities and practical duties of life, and turning life itself into an idle revery.

The *will*, which is less a faculty than, like instinct, a working, living principle, must be strengthened and regulated, for it is the executive power of the whole being. I mean by it that energy of the soul which gives self-mastery. This in woman as in man, is indispensable to the formation of positive noble character.

> Unless above himself he can
> Erect himself how mean a thing is man!

It was said of the whole race. She who has not acquired this power, who is wont to resign herself passively to natural impulse, or agreeable feeling may

be, has not, any more than a bird of the air, the dignity of a moral being. It may be said, that is not imparted by self-education which gives this power. This, undeniably, to a large extent is true. Yet that outward discipline may perform a very efficient part in this process, no one who bethinks himself of the Spartan system and its results, can doubt. But, however desirable and necessary strength of will may be, when it acquires such strenuousness as to find a positive pleasure in unconditional volition, that is to say, when it becomes willfulness, and rules for the mere sake of ruling, it becomes a gross deformity. Its work is not self-control, but self-sufficiency—a self-sufficiency forbidding all dependence, and repelling all sympathy. There is, then, a necessity that will should be trained with reference to all the sensibilities and capabilities of woman's nature.

And so, too, of *conscience*. Conscience is the voice of moral law, and all law is strict and exacting in its very nature. The conscience cannot be too fully brought out, if brought out in harmony with the portions of our being, nor can its dictates be too implicitly obeyed. But, supreme within its own sphere, as it is, it was never meant to maintain constant dictation. It has authority, but it is too royal to be jealous of the loving instincts of the soul. It imposes a law upon a child to obey his parents, but it is well pleased that the child should obey his parents spontaneously, in answer to the promptings of his own loving nature. *They* wrong conscience greatly, who make her a despot instead of a guardian, and can find praise for no act that she herself does not exclusively direct. The very perfection, too, of all right doing, is doing right, not only conscientiously, but lovingly—not only obediently, but freely, impulsively, gladly. "If ye love me, keep my commandments." It is the chief glory of woman that, excelling, as she does in the sympathetic part of her nature, she is so peculiarly capable of this. Any system of moral education which impairs this, or leaves it out of account, does her a most unnatural wrong.

I repeat, then, that all these faculties—intellect, imagination, will, and conscience—must be educated harmoniously with each other, and above all harmoniously with the three special elements of feminine nature. If this be done those elements will only receive additional fullness and luster. Her modesty will be dignified by her discerning intellect and her self-directing will; her grace will be glorified by her vivifying imagination; and her tenderness will be dignified, and glorified, and sanctified by her enlightening and hallowing conscience. And thus, simply by the wise development of her own proper nature, with the promised grace of God, we have a "spirit, yet a woman too"—

> A perfect woman, nobly planned,
> To warn, to comfort, and command,
> And yet a spirit still, and bright,
> With something of an angel light.

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One Thing at a Time Well Done.—To Teachers.—Never conquer two *difficult* studies at once. One enemy at a time, is not a better rule for the warrior than the student. Let the student make frequent reviews. Never let him enter upon a new lesson, till he has reveiwed the old one. If possible, let him review on each Saturday, what he has read during the week.

Let the student at the begining of a book, get short lessons. It is the only

way to make a scholar. The teacher cannot hear long lessons with accuracy. A student should never be allowed to recite poorly, day after day. Now and then, by accident, he may make a poor recitation, but he should generally have his lessons well. Let the teacher be certain that the lessons are so short that the student can get them, and then let him be required to get them.

What has been said may be summed up in the following rule: *let the student have such lessons as he can get well, and then let him be required to get them well.* A pupil that *will not* learn well such lessons as he *can* learn, if small, should be induced to it by the application of some persuasive more or less pungent. If he is so large as to be beyond the reach of any pursuasive, he should be sent home. No conscientious teacher will permit his school to be injured by so bad an example. The boy should be put to other business. He had better be doing something behind the plough or the counter, than nothing at his books.—*Preface to Colton's Greek Reader.*

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## FLOWERS.

Oh! they look upward in every place
Through this beautiful world of ours,
And dear as the smile on an old friend's face
Is the smile of the bright, bright flowers.
They tell us of wand'rings by wood and stream,
They tell us of lanes and trees;
But the children of showers and sunny beams
Have lovelier tales than these—
The bright, bright flowers.

They tell of a season when men were not,
When earth was by angels trod,
And leaves and flowers at every spot
Burst forth at the call of God.
When spirits, singing their hymns at e'en,
Wandered by wood and glade,
And the Lord looked down from the highest heavens,
And blessed what he had made—
The bright, bright flowers.

The blessing remaineth upon them still,
Though often the storm-cloud lowers,
And frequent tempests may soil and chill
The gayest of earth's fair flowers.
When sin and death, with their sister, grief,
Made a home in the hearts of men,
The blessing of God in each tender leaf
Preserved in their beauty then
The bright, bright flowers.

The lilly is lovely as when it slept
On the waters of Eden's lake;
The woodbine breathes sweetly as when it crept
In Eden from brake to brake.
They were left as a proof of the loveliness
Of Adam and Eve's first home;
They are here as a type of the joys that bless
The just in the world to come—
The bright, bright flowers.

[From the Connecticut Common School Journal.]

## ARITHMETIC IN THE PRIMARY SCHOOL.

Davies, the most accurate and exact of teachers, as well as writers, whose school books are extensively in use, asserts "there is but a single elementary idea in the science of numbers, the idea of the *unit one*." That there is but one way of impressing this idea upon the mind, and that is by presenting to the senses a single object, let it be a tangible object, an apple, for instance.

Now teach the pupil, that the name of the character representing *how many objects are shown*, is *unit or one*." Be very careful that the scholar does not mistake the object for the *number*,—it is not the apple that is the unit, it is the character representing the "*how many*."

De Morgan, a French mathematician, in speaking of the proneness of children to misapprehend numbers, to name the thing first represented *one*, the second two, &c., relates the following anecdote: "A teacher had a class just commencing in the elements, she had taught them the nine characters, and made the fingers their representatives. One little girl, on being asked what she meant by these, pointed promptly to the third finger upon her hand, saying *this is three!* How natural the mistake. She had named her fingers, and had got no idea of numbers."

The idea of *one* is simple; after the child has that he should construct two, and three, and be made to see that any number will consist of *ones*, one produced a given number of times.

After sensible objects have been presented, and from the idea of number has been gained, represent the idea as abstract, without reference to any object. The child when asked, 'how many are two apples and five apples,' answers seven apples; for he understands the term 'how many,' to apply to apples, but ask the abstract question, five and two are how many? and you call for a new exercise of mind, and he is wholly unable to abstract the *number* from the *objects* given.

After you have given the pupils, by many illustrations and examples, the idea of both denominate and abstract numbers, it will be well to introduce some method by which you may secure their attention, and make them rapid in their combination of numbers.

For this purpose, you can introduce the subject in a pleasing exercise, which you can call

### READING AND SPELLING IN ARITHMETIC.

Let me explain further. You have before you a class of twenty, bright eyed little scholars, all as earnest to learn arithmetic as they are to play if you leave them to themselves. "Scholars, did you ever hear of a boy's reading and spelling in arithmetic?" "No." "Well you shall learn to read and spell in arithmetic. How many letters do you find on the first page of the spelling book, here? 'Twenty-six,' they answer. These letters are called *the alphabet*. You can all spell some word by using the letters that form it, so you can spell man by naming each letter, or its sound, by itself. Thus m-a-n, and then you read the word *man*.

Now how many letters do you suppose the arithmetic alphabet has? I will tell you. It has but *one letter!* Not twenty-six as in the spelling book; only *one*, its name is *unit*. By using this single letter, we can spell any word in this big arithmetic, or read any number, however large.

We spell a word in arithmetic, by naming the letter *unit* as many times as there are 1's in the word; or we may spell it by naming any two or more syllables, which shall together contain as many ones as the word. So you can now spell *four*. Thus 1 and 1, and 1 and 1, or two and two, or 3 and 1, or 2 and 1 and one.

Now when you read in your reading book, you *think* the letters and *name* the words. So you must *think* the letter and name only words when you read in artithmetic. You can now read the first lesson in arithmetic, which I will write upon the board,—2 and 1 and 3 and 1 and 2. Now as I point, you must think of the letters and syllables, and when the last is pointed you may give the whole word, which is 9.

The pupil should be required to spell *words*, finding as many syllables for the same word as possible, he will thus fix the great truth firmly in the minds that *the unit is the basis* of all numbers, and that all members are composed of units produced a certain number of times.

This article will have answered its purpose if a *single primary* teacher finds a valuable suggestion to aid her in her daily duties.

M. T. B.

## SCHOOL RECITATIONS.

To secure good Recitations the teacher must have certain qualifications. Among them I might name that of *understanding his subject.* Without this all other qualifications will be valueless. He should be able to teach without the text book, and add much, from other sources, to what it contains on the subject. If he must examine the book for the question, and again for the answer, he never can have an animated or profitable Recitation. He should teach from a well-stored mind, and keep his eye constantly on the class.

*To make the subject intelligible to his pupil* is another qualification, which the teacher should possess. Dry and abstruse disquisitions may be suitable for men, but for children, clear, fluent, lively explanations are what is needed. A bungling, illogical explanation is more in place anywhere than in a school room, for nowhere could the example exert such a pernicious influence.

Not only should the teacher make the subject of the lesson intelligible to the pupils, but he *should present it in such a form as to be attractive and secure attention.* An anecdote or story is now and then appropriate; and if a fact in the personal history of any member of the class can be introduced, or some occurence in every day life, or which may have happened about the school room, can be made available, (and no lesson need pass without some such allusions,) it will never fail to secure attention. In Grammar, sentences can be given with the names of some of the pupils, may be embodied, and in Arithmetic, transactions in which they figure as parties; and not unfrequently the care less and intractable may be made to work manfully by some such artifice.

In hearing a Recitation, the *teacher should generally stand—always if the class be large.* It may look *dignified* to sit on a platform or behind a desk, and demurely droll out questions, but surely it is not the best way to interest pupils of any age. Let the teacher stand in front of his class; and his eyes, his countenance, his gestures,the very motion of his body, all speak, and assist in impressing what his tongue would utter. The effect of an oration would be

greatly impaired, if the orator delivered it in a sitting posture, and so the instructions of the teacher.

Questions as to the kind of answers required, may be asked in two ways; first, *in detail*, requiring but a single sentence or a few sentences to embrace the answer; second, *by subjects*, embodying many details in one general question. The former method is probably the most searching, while the latter inculcates broader views of the study, and cultivates to a greater extent the powers of generalization and expression; and both, doubtless, should be practised.

In regard to the *methods* of Recitation, I may be permitted to state several and accompany them, with a few comments. They may be divided into *written* and *oral*, and both may be variously sub-divided. To these sub-divisions, for the sake of convenience, I have given names, strange as they may sound, are, I think, expressive. The *written method* may be sub-divided into what I shall call the *black-board method* and the *slate method*. The *oral method* may be sub-divided into the *turn about* method, the *selecting-out* method, the *uplifted-hand* method, and the *concert method*.

The *black-board method* consists in writing the answers on a black-board, and where there is a sufficient surface of it to allow the whole class to write simultaneously, it is an excellent method, especially in such studies as Arithmetic, Algebra, and some parts of Geography and Grammar, &c. The only objection to it is that in most studies the nature of the answer is such, that the teacher cannot wait for it to be written, and must resort to some speedier process. Its advantages are that it enables the teacher to *see* the progress of the work, and make enquiries concerning the principles involved in it. It also ensures accuracy.

The *slate method* consists in writing the answer, on a slate, instead of on a black-board. It enables all the pupils to work at the same time, and in other respects has the same advantages as the black-board method, wiith this difference, that the teacher cannot watch the progress of the work. Answers however can be written rather more quickly on a slate than on a black-board, and all confusion caused by changing places avoided.

At more formal examinations the teacher may circulate among the members of the class written lists of questions, and require carefully prepared *written* answers; but as this method is not adapted to the purposes of an ordinary recitation, I have excluded it from my classification.

But what I have termed the *turn-about method*, I mean the old way of commencing at the head of the class and putting the questions turn-about to the foot. This method has been, and probably is now more generally practised than any other; but I know only one valid argument in its favor, and that is the greater *speed* with which a list of questions can be asked and answered. On the other hand it has many objections. The pupils at one end of a class, knowing that the questions will not come to them while the teacher is engaged at the other end, are apt to become inattentive, or worse—busy themselves in mischief. In a class of twenty, each pupil gets but one-twentieth of the questions. *Chance* may enable him to answer, or *chance* may cause him to miss, so that the teacher can really know but little as to whether each individual is prepared or otherwise. To secure a lively recitation all the members of the class must feel an interest in each question; and interested as they may be in the study, this is almost impossible, unless each one knows that he may be

selected, as the answerer. It is no uncommon thing for the pupils in spelling, geography, &c., to apportion the words, and study only those each is sure of getting; and in this case nothing prevents a first-rate recitation, unless some luckless fellow should forget a word, or study the wrong one, when, "one link broken, the whole chain's destroyed"; but the careless blunderer is speedily taught, if not by the chastisement of the teacher, at least by the upbraiding of his classmates, to *count better next time*, and all goes bravely on.

The *selecting out* method differs from the preceding in this; the teacher gives out the question to the whole class, and after allowing a little time to think, names the answerer. By this method the attention of all the members of the class is enlisted.—All must think *at* the questioh, and this alone is worth something. The teacher can add much to the interest of the class by looking inquiringly along it after putting the question, and by adapting his questions to particular individuals.

The *up-lifted-hand method* is a modification of the *selecting-out method*, and differs from it only in this, that when the question is put, all that think that they can give the correct answer raise their hands, and from these the teacher selects the answerer. It makes a recitation somewhat more lively, and enables the teacher to tell, if not deceived, how many know their lessons; but I have found it subject to the objection of holding out a temptation, which some cannot resist, to raise their hands without being able to give the answer, knowing that the chances are largely against detection.

The *concert method* is well known and consists in simultaneous answers by the whole class. With some teachers it is a very favorite method; but except in such studies as require mere memorizing, as the rules of grammar &c., or for a few moments to arouse the flagging attention of a class, I have found it less productive of good than most of the other methods. The character of the question in most studies, will not admit of it when answered, as they generally should be, in the pupil's own language. It destroys independent thinking, and leads the pupil to pay more attention to the manner of reciting—the concert method—than to the manner of recitation. Some of the more backward members of the class, too, are apt to wait until their brighter neighbors start the answer, then bawl out lustly, and cutely follow after defying the most watchful teacher to detect them.

There may be other methods of recitation practiced in particular schools; but these are all with which I am acquainted. If asked which I prefer, my answer would be, *neither* exclusively, but *all* at times; frequently turning from one to the other as the state of the class or nature of the subject seems to demand. For *thorough* examination, with plenty of time, I prefer the *blackboard* or *slate method;* for ordinary recitations I prefer the *selecting out* or *up-lifting-hand* method; but for small classes the *turn-about* method is sometimes convenient, and some lessons may be better taught by the *concert* method. My own practice is eclectic; and every teacher will find his labor more successful, the less he confines to a particular routine.

More might be written upon this interesting subject. What has been written, might have been written better; but whatever be the result, it has been done with the hope that something might be added to the efforts of others in shaping into some sort of system, our too often aimless and disconnected methods of teachings.

J. P. WICKERSHAM.

*In Pennsylvania School Journal.*

## EDUCATION OF THE BODY.

Though in our discussion of education we have been wont to take to pieces this trinity of humanities, this moral, mental and physical being, it will endure no such division in fact. The moral man cannot be lifted to its sublimest reach of faith and hope while ignorance and stunted littleness holds the mind in their darkness and chains, nor can the mental man stand up in the tallness and strength of its intellectuality while a little, weazen faced, spindling, shriveled and sickly body, constitutes the sum total of its physical accommodations. This tripod of life needs all three of its feet to stand on, and when one is short or wanting, the whole must fail to stand erect. And here lies the most fatal and fundamental error of our system of education: it is too exclusively intellectual. We develop the knowing faculty into a monstrosity, or would do so if our one legged stool did not tip over, our pupil's powers of endurance give way under the load we place upon it. And on this rock of excessive intellectuality all the tendencies of the age are crowding us more and more Machinery is day by day taking the place of muscles in the world's workshops, and steam is struggling to relieve us from that blessed curse, "in the sweat of thy face shalt thou eat thy bread." And while the steam engine with its iron arms is doing not only our work, but more work than we could possibly do, the rapid increase of wealth, the corresponding advance in arts and science and the consequent and almost limitless expansion of trade and travel are favoring and demanding a far higher and more general cultivation of the human understanding, and thus while one leg of the tripod is shortening through disuse, another is growing to quite too gigantic a size, and our three legged stool is in a fair way to become a most uneasy stool of repentance, unless it should suddenly upset some day, before our repentance shall interfere to save us.

To this demand for men who can work with the head, sent up from all the broad fields of human industry, our schools are endeavoring to respond by urging into preternatural activity the *knowing* faculties of their pupils. Ologies without stint are heaped upon the mind or memory, rather, as though it were a barren soil which might be fertilized by these means. *Free schools*, (blessed institutions against which I will not say one word) have been made to contribute to this end. They have removed the necessity formerly pressing upon the majority of parents, to keep us home at work a part of the year to gain the means to so send us to school the other part; a necessity that gave our poor muscles some chance to keep pace with the growth of our minds. But now schooling is *free* and the whole weary year we must all go to school, for schooling is a good thing; who will deny it? Then let us have it. The more of it the better. If the mental appetites of our children fail, it only

proves that they do not appreciate their privileges. We who are older, do we not *know* that *schooling* is a *good thing?* and is it not then our duty to judge for our children and to keep them to the enjoyment of their privileges, whether they love them or not? "Ne quid nimis," "too much of a good thing"—that is an "old fogy" doctrine. Even old Rome her respectable self, did not act upon this principle. Did she not think territory a good thing? and did she ever get enough of it, Does the Model Republic intimate any purpose to stop gaining the same good thing so long as there is any left to be gotton? Money is a good thing; and can men ever get too much of it? Business is a good thing and who ever saw an American so busy that he could not undertake a few odd jobs more, a government contract, perhaps, to build a ship canal, or may be an agency for some half dozen insurance companies? No! a good thing is always, and in all amounts of it, a good thing, and it being decided that schooling which is the American name for education, is a good thing, ought not every child of the Republic to have it "ad infinitum," if not "ad libitum."

But unfortunately it happens probably through the degeneracy of the race, which every old gentleman in the country assures us is not what it was "fifty years ago," schooling does not always turn out to be education, and the little pale faces look almost as stupid as before they took this student's livery on them. How strange! And how strange, too, and mysterious the providence that steals away our brightest pupils just as they begin to show the excellency of our system of teaching, and that almost decimates our college classes, ever selecting as its fitting victims the *best scholars*. Alas! we are not trying, like those wretched daughters of Danaus to drow water in a seive, but we are attempting to lift the waters of our intellectual life without lifting this goodly vessel, in which they are contained and preserved, and unfortunately, we succeed and lift them quite out of the vessel, and when they evaporate from our grasp, we have the dead and empty vessel for our pains.

But, in the introduction of gymnastic exercises into our best schools, I see the dawn of a brighter day. I see here developing the agile manhood that shall overleap other barriers than those of wood, the manly strength that shall lift other weights. The spirit the of the age is rapping out, on these ladders and bars, her prophecy of the "good time coming," the time when our free schools shall be as free to the body, as to the mind; when our teachers shall show their strength and skill in the use of other rods than those time-honored birchen ones; and their pupils shall leap with shouts of healthful joy rather than with those other shouts we all wot of; when gymnastics shall be counted as useful a study as mathematics, and it shall be deemed as needful to develop a child's muscles as his morals; when lithe and stalwart

limbs shall be counted as very convenient if not necessary instruments in climbing the hill of Science; when other ladders than the "gradus ad Parnassum" shall be appropriate school apparatus, and parallel bars shall be considered almost as useful as parallel rulers in the business of teaching; when cities shall deem the Public Gymnasium a necessary means of public health and happiness, and shall see to it that the *bodies* of their citizens shall have places of amusement and pleasant recreation as well as their minds; aye more when like old Greece our grand Republic shall learn that if she would have hearts of oak as her defenders she must see to it that, in her honor-crowned games and Gymnasia, are trained muscles of steel and frames of iron; nay! better still and more christain, when the laws of health shall be counted every where, in schools, in shops and in churches, as the laws of Heaven, and a symmetrical form, a rounded, firm muscle, and an active, vigorous and buoyant physical life, a *wholeness of the body*, shall be deemed as acceptable to the Maker of that body as *holiness of heart*, or when at least the *holy heart* shall count it amongst its cardinal duties to secure for itself a *whole body*.

## STUDY OF LANGUAGE. NO. 4.

The study of language I have divided in a former paper into the *study of words* and the *study of sentences*. Resuming now the discussion of the class of *names* or *nouns*, which I use as embracing both the substantive nouns and adjective nouns, let us proceed to seek what properties or accidents belong to these words, as words, or in other words what collateral ideas besided the main one are these names contrived to express; for the accidents of a word are only the contrivances by which it is made to represent other ideas besides the main one for which it properly stands.

And the first and most obvious idea that strikes us in contemplating the things we give names to, is that of number. We find many individuals of the same class, and as we have frequent occasion to notice this relation in our speech our names are contrived to represent the singular and plural. It might be convenient to have our nouns express numbers more definitely, but it would be cumbersome. The Greeks seem rarely to have used their dual number.

In quality, the idea of number is not distinctly involved and hence the names of qualities or adjective names have no plural form.

There is, however, a sort of plurality expressed by by the adjective. It is what has been erroneously termed by grammarians the *degrees of comparison*.

To understand these comparative forms we must go back to the exigencies of thought which gave rise to them. A large proportion of human reasonings and reflections consists of instituted comparisons between what is ascertained

and known and what is unknown and doubtful These comparisons lie, for the most part, between the qualities of objects, and between the same qualities existing in two different individuals of a class or in all the class To express these comparative relations we have two derivative forms, one denoting a comparison between two objects and the other between more than two. Thus, in the words, *good, better, best,* the first is the simple name of a quality, the second implies a comparison of the quality as existing in two objects and the third implies a comparison of the quality as existing in more than two objects.

There is properly no such gradation in the qualities expressed by these comparative forms as will authorize their being called *degrees* of comparison.—One thing may be *larger* than another, or the *largest* of three or more things without being positively *large* at all The truth is these forms have no relation to each other except that they refer primarily to the same quality.

Number is the only collateral idea which comes now being a universal property of names. In the names of animals the sex is usually indicated by a variation in form, but gender is far from being a general property of the noun.—Instead therefore of saying that "to nouns belong gender, number, person and case," the true formula is: Most nouns express number; names of animals usually express gender; and adjectives are often varied to express comparison.

*Person* is a property not inherent in the noun, but is merely incidential to its use in sentences *Case* is found simply in the possessive form. The subjective and objective relations to which grammarians have given the names *nominative* and *objective cases*, are relations of the sentence and not at all properties of words considered as words. They should not be taught in teaching etymology merely, but should be reserved till the pupil begins the study of the sentence

The distinction between *proper* and *common* nouns has no adequate utility and need not be noticed in study.

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In education, as in other matters, self-help is the best help—that little which men do for themselves is better than a great deal that they get the State to do for them. We see, too, this—and not long since it was a matter which philanthropists and the public were too much in the habit of overlooking—we see that we cannot by any interference on the part of government or or the public, deprive the parent of the privilege, or absolve him from that duty and responsibility which lies primarily on him—that of duly instructing his children. And from these admitted truths it follows that, in order to do any real good, it is the parent who must be interested in the work of education. That you can only accomplish by giving him also an interest in literature and literary pursuits, on his own account, and that is what, in associations of this kind, you undertake and endeavor to effect, and the work upon which we one and all are engaged.—*Lord Stanley.*

PUBLIC SCHOOLS.—The public school says to the poorest child: 'you are rich in the one endowment, before which all external possessions grow dim. No piled-up wealth, no social station, no throne, reaches as high as that spiritual plane, upon which every human being stands by virtue of his humanity; and from that plane, mingled now in the Common Schools with the lowliest and the lordliest, we give you the opportunity to ascend as high as you may. We put into your hand the key of knowledge, leaving your religious convictions with which we dare not interfere, to your chosen guides. So far as the intellectual path may lead, it is open to you. Go forth!' And when we consider the great principles which are thus practically confessed; when we consider the vast consequences which grow out of this; I think that little district schoolhouse dilates, grows splendid, makes our hearts beat with admiration and gratitude, makes us resolve, that at all events, *that* must stand; for, indeed, 'tis one of the noblest symbols of the republic—a sign and an instrument of a great people having a great power.—*Chapin.*

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SIR WILLIAM HAMILTON says: "Plato has profoundly defined man 'the hunter of *truth!*' for in this chase, as in others, the pursuit is all in all, the success comparatively nothing.

"Did the Almighty," says Lessing, "holding in his right hand *Truth* and in his left *Search after Truth*, deign to proffer me the one I might prefer; with all humility, but without hesitation, I should request, *Search after Truth*! We *exist* only as we energize; pleasure is the reflex of unimpeded energy; energy is the *means* by which our faculties are developed; and a higher energy the *end* which their development proposes. In *action* is thus contained the existence, happiness, improvement, and perfection of our being; and knowledge is truly precious, as it may afford a stimulus to the exercise of our powers, and the condition of their more complete activity."

"My faith," says De Quincey, "my faith is that though a great man may, by a rare possibility, be an infidel an intellect of the highest order must build on Christianity.—*R. I. Schoolmaster.*

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Mediocrity is, after all, the best thing in life. The tastless, common places are the standards—bread and water, and good dull, steady people. I'd as soon lodge over a powder magazine as live with a genius. There's M———, whose poems are like sparkling champagne at the first reading, and like a second day's claret at the next. I'd rather drink water than nectar for a continuance. Leaves are neither crimson nor gold color, but plain sober green.

Ignorance pays such a tax that we can't imagine how anybody can afford to be a blockhead. McCracken works for a dollar a day, while Spring, his neighbor, commands 20 shillings—a wide difference, and all caused by Spring's knowing how to read, write and cipher. From these figures it will be seen that McCracken's want of knowledge costs him four hundred dollars a year, which shows that ignorance costs him more than his wife and children, house rent inclusive.

Better trust all and be deceived,
And weep that trust, and that deceiving;
Than doubt one heart, that if believed,
Had blest one's life with true believing.

# Youths' Department.

## SUCCESSFUL MEN—THEIR ENERGY.

All men who have succeeded in life have been men of high resolve and endurance. The famed William Pitt was in his early life fond of gaming; the passion increased with his years; he knew he must at once master the passion or the passion would master him. He made a firm resolve that he would never again play at a game of hazard. He could make such a resolution; he could keep it. His subsequent eminence was the fruit of that power. William Wilberforce in his earlier days, like most young men of his rank and age loved the excitement of places of hazard. He was one night persuaded to keep the faro-bank. He saw the ruin of the vice of gaming as he never saw it before; he was appalled with what he beheld. Sitting amid gaming, ruin and despair, he took the resolution that he would never again enter a gaming house. He changed his company with the change of his conduct, and subsequently became one of the most distinguished Englishmen of his age.

Dr. Samuel Johnson was once requested to drink wine with a friend. The Dr. proposed tea. "But drink a *little* wine," said his host. "I cannot," was the reply. "I know abstinence—I know excess; but I know no medium.—Long since I resolved, as I could not drink a *little* wine, I would not drink at all." A man who could thus support his resolution by action was a man of endurance, and that element is as well displayed in this incident as in the combinations of his great work.

When Richard Brinsley Sheridan made his first speech in Parliament, it was regarded on all hands as a most mortifying failure. His friends urged him to abandon a Parliamentary career, and enter upon some field better suited to his ability. "No," said Sheridan—"no, it is in me, and it *shall come out!*" And it did, and he became one of the most splendid debaters in England.

Loyola, the founder of the order of Jesuits, the courtier, the man of gallantry and dissipation, obtained such mastery over himself by labor and endurance, that, to illustrate the fact, he stood several hours, apparently unmoved, in a pond of ice and muddy water up to his chin.

Perhaps no other nation in Europe, at the time, could have won the battle of Waterloo except the British, because no other could have brought to that conflict the amount of endurance neccessary to win. For many hours that army stood manfully before the murderous fire of the French, column after column fell, while not a gun was discharged on their part. One sullen word of command ran along the line as thousands fell—"File up! file up." "Not yet—not yet!" was the Iron Duke's reply to the earnest requests made to charge and fight the foe. At length the time of action came. The charge was given, and victory crowned the noble standard of England.

Men of genius without endurance cannot succeed. Men who start in one kind of business may find it impossible to continue therein all their days. Ill health may demand a change. New and wider fields of enterprise and success may be opened to them; new elements of character may be developed.—Men may have a positive distaste for some pursuits, and success may demand

a change. None of these cases fall within the general rule. Men may have rare talents, but if they "are everything by turns, and nothing long," they must not expect to prosper. No form of business is free from vexations; each man knows the spot on which his own harness chafes; but he cannot know how much his neighbor suffers. It is said that a Yankee can splice a rope in many different ways; an English sailor knows but one method, but in that method, he does his work well. Life is not long enough to allow any one to be really master of but one pursuit.—*Hunt's Merchant's Magazine.*

## HASTE NOT—REST NOT

BY GOETHE.

Without haste! without rest!
Bind the motto to thy breast!
Bear it with thee as a spell!
Storm or sunshine, guard it well!
Heed not flowers that round thee bloom,
Bear it onward to the tomb!

Haste not—let no thoughtless deed
Mar for e'er the spirit's speed:
Ponder well and know the right,
Onward, then, with all thy might:
Haste not—years can ne'er atone
For one reckless action done!

Rest not—life is sweeping by,
Do and DARE before you die;
Something mighty and sublime
Leave behind to conquer time;
Glorious 'tis to live for aye
When these forms have passed away!

Haste not! rest not! calmly wait,
Meekly bear the storms of fate!
*Duty* be thy polar guide—
Do the *Right*, whate'er betide!
Haste not!—rest not—conflicts past,
God shall crown thy work at last.

## DIALOGUE ON SCHOOL HOUSES.

James had walked several miles on a Saturday afternoon to visit his cousin John, and in the evening, the two lads entered into the following conversation:

*John.*—Well, James, how do you get along at school these days?

*James.*—Oh! well! Just about the *old way*.

*John.*—The "*old way*," James; havn't you got into the *new way*, yet?—is your school too large or is your teacher an old-fashioned *school master*, who does everything by machinery.

*James.*—Oh! well! I *guess* the Teacher *tries* to do his duty, but how can he?—you know our school House is only 18 by 20 feet, and was built when

our Grand Pa's went to school; and then we have 50 and 60 scholars every day! How can our Teacher do his duty in such a place?

*John.*—Why, James, you don't say you still go to school to that old Castle; I thought the folks up there, were building a House long ago.

*James.*—Yes, so they have been talking the last five years, but I'm afraid the timber for it still grows in the woods. Pa, and neighbor Jones say the old one another year, yet, as they both intend to build *new* stables this fall; and Pa says the little folks can do better without a new house, than our stock can do without new stables.

*John.*—Well, James I'm sorry you can't get a new House:—we've got the right kind here *now*.

*James.*—Why, John, I suppose it's built like other School Houses, only it is *new*, and perhaps a little *larger*

*John.*—No, Sir, it's on a new plan which our Directors got from the East, and if you'll keep quiet I'll give you a description of it. In the first place the House is 40 feet in length by 30 in breadth: inside, we have 4 rows of desks, 6 in a row, each desk being 4 feet long and intended to seat two scholars. There is a middle aisle, 4 feet wide, and one along each side wall, two feet wide, and also, two others between the rows of desks, each 1½ feet wide. There is, also, a rostrum 16 inches high, across the whole rear of the House, upon which is the Teacher's desk. Instead of the door opening right into the school room; (which, you know is very unpleasant in a cold day,) our outside door opens into an entry, or hall, about 8 feet wide across the front end of the Building; in this hall are pins on which to place our Hats, Bonnets, Cloaks, &c. Here are also kept the Library, and School apparatus. From this entry a door opens into the School Room. From the floor up to the square of the Building is 12 feet, and the ceiling, instead of being flat, is in the shape of an Arch this gives us plenty of breathing space. There are three windows in each side, and two in each end; each is 6 by 3. The sash are hung on pulleys, so that when the lower sash is raised, the upper one is let down. By this we ventilate the room. Between the windows we have large black boards, which you know are indispensable in school. On the outside we have a nice yard inclosed by a neat white fence: in this yard are planted all kinds of flowers, which serve to instruct us in Botany, and also give a pleasing appearance to the whole Establishment; now, don't you think James, we have a school house on a *new* plan?

*James.*—Yes it's on a new plan. But then it is so *large* and must have cost so much money.

*John.*—Everything about it only cost $500 and as to its being large, our Directors say that those *little pens* of school rooms, are the very places where children first get consumption and ill health, generally, and so I think.

*James.*—Well, I must see your house before I leave, and when I get home I'll tell Pa and neighbor Jones, till they build one for us like it.—*Westmoreland Argus.*

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"My dear madam," said a doctor to his patient, "I am truly gratified to see you yet in life. At my last visit, you know, I said you had but six hours to live." "Yes doctor, you did; but I did not take the dose you left me."

## THANK GOD FOR PLEASANT WEATHER.

BY GEO. P. MORRIS.

[We take this sweet song from the Home Journal. If sung to some lively and fitting tune it will be found a good School song.]

Thank God for pleasant weather!
Chant it, merry rills!
And clap your hands together,
Ye exulting hills!
Thank him teeming valley!
Thank him fruitful plain!
For the golden sunshine,
And the silver rain.

Thank God of Good the Giver!
Shout it, sportive breeze!
Respond, oh tuneful river!
To the nodding trees
Thank Him, bird and birdling!
As ye grow and sing!
Mingle in thanksgiving
Every living thing!

Thank God, with cheerful spirit,
In a glow of love,
For what we here inherit,
And our hopes above!—
Universal Nature
Revels in her birth,
When God, in pleasant weather,
Smiles upon the earth!

UNDERCLIFF, June, 1855.

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GIBRALTAR.—Gibraltar, you know, is a celebrated fortress, deemed the strongest in the world—now possessed by the English government. The rock is, I suppose, about one mile and a half long, and sixteen hundred feet high; it stands out in the sea, and its cannon can sweep in every direction. There are great chambers cut out in these rocks, and the most powerful artilllery placed in these. One of these rocks is separated from the rest by a fissure, and stands like a sugar loaf. In this there is a winding paved road, and every few feet there is a chamber cut out of the rock with a port-hole and an enormous cannon. This road runs up to the top of the rock. Some years ago, in firing off a cannon at the height of thirteen hundred feet, something caused the powder box in the room to explode, and the men were blown out of the room, and fell at the foot of the rocks. On the top of the rock is a house in which lives an English family—quite a large family of children—they often see heavy storms below, and see lightning playing from the clouds when they are in sunshine.

There is quite a town around Gibraltar, and many fishermen live in huts under the rocks. There is one very singular tning, the monkeys are very numerous, and steal figs from all the gardens. It is the only place in Europe where the monkey is found wild. There is an old tradition that there is a passage

under the straits from Africa to Europe, and the monkeys come from Apes Hill by this unknown way. There is in the rock of Gibraltar an open place, which has been measured to the depth of four hundred feet. Some few years ago two English soldiers fell in there and were brought up from the bottom.—The Jews offered the English government a great sum for permission to search for this passage. But the Apes know it, and it may yet lead to a great discovery. It is unlawful to shoot an ape in Gibraltar. Some old Englishman left property to the government in Gibraltar, on condition that the apes are not to be molested, and to be fed so much wheat every day.—*Exchange.*

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JEFFERSON.—"The excellence of his style of composition is generally acknowledged," says the Buffalo *Commercial*, "and it may not be uninteresting to know his views on the general subject of style. In a letter to Edward Everett, written in 1823, after discussing certain points of Greek grammar, he says: 'I acknowledge myself at the same time not an adept in the metaphysical speculation of grammar. By analyzing too minutely, we often reduce our subject to atoms, of which the mind loses its hold. Nor am I a friend to a scrupulous purism of style. I readily sacrifice the niceties of syntax to euphony and strength. It is by boldly neglecting the rigorisms of grammar that Tacitus has made himself the strongest writer in the world. The hypercritics call him barbarous; but I should be sorry to exchange his barbarism for their wire-drawn purisms.'

"Some of his sentences are as strong as language can make them. Had he scrupulously filled up the whole of their syntax, they would have been merely common. He illustrates his meaning by a motto which we have seen ascribed to Richard Henry Lee, but the authorship of which, it appears, belongs to a period antecedent to our revolution.

"'To explain my meaning, I will quote the motto of one, I believe, of the regicides of Charles I: 'Rebellion to tyrants is obedience to God.' Correct its syntax, 'Rebellion *against* tyrants is obedience to God,' it has lost all the strength and beauty of the antithesis.'"

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CALIFORNIA SALT MINES.—The Salt mines of Lower California are located on the shore of the Bay of California, about 118 miles South of the United States boundary line. About three miles back from the waters of the bay, the salt is found in a crystalized form, in three very shallow lakes. The salt is found in crusts from two to eight inches thick, on a hard mud resembling pipe clay; and after this crust is removed, its place is immediately filled with a perfect pellucid brine, which rapidly changes into salt. A well, dug in the vicinity of one of the salt lakes, showed several successive strata of pure rock salt, from four to eight inches thick, with intermediate strata of shells, scoria, volcanic sand, to a depth of thirty feet.—*Det. Advertiser*

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"What's the matter, there, Cora? don't your shoes fit?" "No, papa—they don't fit me at all," said she. And then she enumerated all the faults of the shoes in set terms, and reached the climax thus: "Why they don't even squeak when I walk out!"

The Hon. Edward Everett, has given the following statistical facts for the consideration of the thoughtful and benevolent with reference to what the drinking system has done in ten years, in and for the United States of America:—1. It has cost the nation adirect expense of six hundred millions of dollars. 2. It has cost the nation an indirect expense of six hundred millions of dollare. 3. It has destroyed three hundred thousand lives 4. It has sent one hundred thousand children to the poor house. 5. It has consigned at least one hundred and fifty thousand to the jails and penitentiaries. 6. It has made one thousand maniacs. 7. It has instigated to the commission of one thousand five hundred murders. 8. It has caused two thousand persons to commit suicide. 9. It has burnt or otherwise destroyed property to the amount of ten million of dollars. 10. It has made two hundred thousand widows, and one million orphan children.

LADIES.—The mistresses of manor-houses, in former times, served out to the poor weekly with their own hands certain quantities of bread, and were therefore called *Lef-days*—two Saxon words signifying *bread giver*, and the words were at length corrupted, and the mistress is called to this day *Lady*, that is *Lef-day*. The introduction of ladies to court was first to that of Louis XII. of France in 1499. As a title of honor, the title of lady properly belongs only to the daughters of earls and all of higher rank; but custom has made it a term of complaisance for the wives of knights, and all women of eminence or gentility.

MISS.—In the seventeenth century, the epithet Miss applied to females was considered a term of reproach. Miss Cross, who is particularly noticed in Hayne's epilogue to Farquhar's *Love in a Bottle*, about 1782, was the first actress announced as Miss.—*Galt's Lives of the Players.*

TOPSY-TURVY.—When things are in confusion they are said to be turned *topsy-turvey*. The expression is derived from the way in which turf for fuel is placed to dry on its being cut; the surface of the ground is pared off with the heath growing on it, and the heath is turned downward, and left some days in that state, that the earth may get dried before it is carried away. It means, then, top-side turf-way.

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It is wrong to believe that frank sentiments and the candor of the mind are the exclusive share of the young; they ornament old age, upon which they seem to spread a chaste reflection of the modest graces of the younger days, where they shine with the same brightness as those flowers which are often seen peeping, fresh and laughing, from among ruins.

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Not long since, a certain noble peer in Yorkshire, who is fond of boasting of his Norman descent, thus addressed one of his tenants, who, he thought, was not speaking to him with proper respect. "Do you not know that my ancestors came over with William the Conqueror?" "And, mayhap," retorted the sturdy Saxon, nothing daunted, "they found mine here when they comed." The noble lord felt that he had the worst of it.

IT'S WHAT YOU SPEND.—A wise economy is a very different thing from a sordid penuriousness: while the latter should always be condemned, too much cannot be urged in behalf of the former.

"Its what thee'll spend, my son," said a sage old Quaker, "not what thee'll make, which will decide whether thee's to be rich or not." The advice was trite, for it was but Franklin's in another shape; "Take care of the pennies and the pounds will take care of themselves." But it cannot be too often repeated. Men are continually indulging in small expenses, saying to themselves it is only a trifle, yet forgetting that the aggregate is serious, that even the sea shore is made up of petty grains of sand. Ten cents a day, even, is thirty-six dollars and a half a year, and that is the interest of a capital of six hundred dollars. The man who saves ten cents a day only is so much richer than he who does not, as if he owned a life estate in a house worth six hundred dollars. Every sixteen years, ten cents a day becomes six hundred dollars and, if invested quarterly, does not take half that time. But ten cents a day is child's play, some will exclaim. Well then, John Jacob Astor used to say that when a man who wishes to be rich, has saved ten thousand dollars, he has won half the battle. Not that Astor thought ten thousand dollars much.—but he knew tuat in making such a sum a man acquired habits of prudent economy, which would constantly keep him advancing in wealth. How many, however, spend ten thousand in a few years in extra expenses, and when, on looking back, cannot tell, as they say, "where the money went to." To save is the golden rule to get rich. To squander, even in small sums, is the first step towards the poor house.—[Old paper.

NEW BOOKS FOR CHILDREN.—The little folks will be glad to know that the Sunday School Union have issued a 4th ten dollar library comprising, like the former ones, 100 volumes. We saw them lately standing on a shelf in a bright row with their pleasant blue and gilt backs like so many little soldiers of truth, or better still like so many bright little Sunday scholars.

Rev. Mr. Taylor, the S. S. Agent who showed them to us, also handed us a neat little volume just published, called the Candy Girl. It is a true story of a little English girl who sold candy and apples in New York city, and was rescued from cruelty and restored to her friends in England by some kind Sunday School teachers.

When Dr. Whately was Principal of St. Mrry's Hall at Oxford, a friend complained to him that after all his efforts he was unable to master his logic, and begged the doctor to recommend him a tutor. "*What! take a tutor! Take a pupil,*" was the ready and keen-sighted reply of the archbishop. So true it is that "*we learn by teaching.*

DECIMAL CURRENCY IN ENGLAND.—It has been decided to introduce the decimal currency into Great Britain. The pound will be retained as the unit, and divided into one thousand parts instead of 960, as at present. The half crown will be abolished, and a new coin introduced representing five farthings. Their shillings will then contain fifty farthings, and their sixpence twenty-five.

DR. FRANKLIN, in speaking of education, says: "If a man empties his purse into his head, no one can take it from him."

## QUESTIONS AND PROBLEMS.

1. How many apple trees can be planted 30 feet apart on a square acre of land?

2. How many on two square acres?

1. Who was the first Governor of the State of Michigan?

4. How many Governors has Michigan had since becoming a State?

5. What wars are now in progress in the world?

6. What civilized nations are at peace?

7. Which is the most populous nation in Europe, and what is the population?

8. What is the Central American question?

9. Ought school boys and girls to know anything of the current affairs of the world?

10. What two letters are there which need only to have a *d* prefixed to spell the name of an animal; an *f* to spell what we never desire to have or be; an *h* to spell a farmer's tool; a *j* to spell a nickname; a *t* to spell a part of the human body, and a *w* to spell what awaits all evil doers?

11. A farmer had a fox, a goose, and a peck of corn, which he was obliged to carry across a river in a boat so small that he could only carry one at a time. How could he do it in such a way that the fox should not be left alone with the goose nor the goose with the corn?

PROBLEMS.—A man standing on a lever of the first kind, at a distance of three feet from the fulcrum, attempts to balance himself by means of a rope which passes over a fixed pulley directly beneath him, thence over another directly beneath the extremity of the long arm of the lever to which it is attached at a distance of ten feet from the fulcrum. Now it is obvious that every pound's force the man exerts in the effort to sustain himself increases his pressure on the lever, i. e. the real weight to be balanced. Allowing that the man weighs 200 pounds, and the lever weighs 20 pounds, can he balance himself? If so, how many pounds force must he exert?—*R. I. Schoolmaster.*

A ball weighing 12 pounds was sent directly upward, with a sufficient velocity to cause it to rise during ten seconds. Eight seconds after it left the ground, it received a blow from above, which would have been sufficient to give a ball weighting 8 pounds a velocity of 18 feet per second. How long from the time of starting would the ball continue in the air, and with what velocity would it strike the ground.—*Ibid.*

WANTED.—A sentence of only ten words containing all the parts of speech.

A short and elegant sentence containing all the letters of the alphabet.

A good English sentence of at least twenty words which shall not contain the letter *e*.

The number of English words which can be properly spelled with the letters in the name Michigan.

The best geographical enigma that can be made from our name, "Michigan Journal of Education."

The best historical enigma from the same.

The best biographical enigma from same.

# Editor's Table.

It is May, the month of moving. We allude to it merely to inform our friends that we, too, have been in motion and that hence-forward correspondents will do well to address their communications to us at Ann Arbor, Michigan.

Will our *exchanges* please notice our change of Post Office, and hereafter direct to "Mich. Journal of Education, Ann Arbor."

The "merry May," merry as it is in spite of *movings*, merry as warm sunshine, and springing grass, and flowers, and the rejeneration of universal life can make it, is here flinging her smiles upon every body, coaxing back the birds, robins, wrens and bob-o-links, wooing forth the blushing flowers, making every living thing happier and veiling even the graves of the dead with fragrant beauty.

We saw with pleasure last year, in an eastern cotemporary, an invitation to the inhabitants of the several school districts to meet together on some set day at the school house to give the day for repairing and clearing the building, and planting and ornamenting the grounds. Let this suggestion be put in practice in our goodly State. Why not? While we are clearing up our shrubbery and laying out the grounds and gardens which make home so attractive, why not do the same for the school house, the common home of the little ones of the district? Fill the school yard with pleasant plants and sweet flowers. Lay it out in circles and ovals and diamonds, with bordered winding walks and pleasant shade trees. How much of good fellowship and of good taste, too, would be cultivated during this day spent together by the parents of the district. How it would minister to the growth of a higher interest in education, and how benign its influence upon the school. Why should not the "old folks" go to school one day in the year? They would learn many a good and noble lesson.

"It will do no good; the children will destroy every thing." Not so fast my friend; did you ever try them? You, yourself would grow reckless and disorderly if confined to a shop or office where dirt and confusion prevailed, and you would grow neat and careful again when restored to a place where all was order and neatness and beauty: and children are but men of unfinished growth. We will cheerfully vouch for the boys; aye, for the rudest one of them all. Fill those school grounds with costly exotics and labors of tasteful skill, and he will be the first to defend them from intrusion and derangement.

TEACHERS.—We know just now of two or three well qualified and experienced female teachers who are out of employment. Also, of two gentlemen who are fully competent to conduct good schools.

Any who wish for the services of superior teachers, will do well to apply at once.

We are indebted to several friends for some account of the teachers, conventions in St. Joseph and Macomb counties. The attendance was not large but a good spirit prevailed and those who were present were both pleased and profited. The gatherings of the Wayne and Lenawee Teachers Associations it will be remember, edoccur this month; the former at Wayne the 9th and 10th inst.,

and the latter at Hudson the 30th and 31st. We hope to announce next month the time and place of the annual meeting of the State Association. We need a full meeting of the teachers of Michigan and trust that the Committees who have the arrangements in hand will do their work speedily and well.

A CHANGE will be noticed in our advertising sheet in the firm of Sheldon, Lamport and Blakeman, now Sheldon, Blakeman & Co. Amongst the forthcoming works announced by this firm we are glad to see a chronological history of the United States, illustrated by painted plates of the last four centuries on the plan of Bem's chart. This chart will be remembered by such of our readers as attended the State Institutes.

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# Literary Notices.

COLTON'S AMERICAN ATLAS. Published by J. H. Colton & Co. New York.

This is one of the splended, and at the same time one of the most valuable publications of the age. A large folio in form, it comprises a numerous series of maps, representing, on a large scale, and with minute fidelity the entire American Continent and each map is accompanied with a page or more of letter press containing descriptive matter and statistics. We learn that the work is having an immense sale and we know of no book more valuable for reference. The great work of the great American map publishers we cordially recommend it to all who want a full and valuable American Atlas.

THE MEDICAL INDEPENDENT. Edited by Drs. Goadby, Kane and Robinson, Detroit. Terms, $2 per year.

Dr. Goadby, the principal editor of this periodical, will be remembered by many of our readers by the lectures he delivered before the State Institutes last Fall on microscopic anatomy, botany, &c. We notice several articles from his pen of scientific and general interest.

PUTNAM'S MONTHLY for May is before us, with many excellent articles, opening with an interesting Sketch of the Kane Relief Expedition. An able and excellent paper on "Our relations with England" will justify afresh the praises so often bestowed on Putnam for its independent spirit.

HOUSEHOLD WORDS, written in England, but good and homefelt everywhere. It does not much resemble Harper's or Putnams, but seems more like a volume of Miscellanies from a single author. It is, however, always welcome to its many readers. For sale at Roy's, Woodward ave., Detroit.

THE SCHOOLFELLOW, published as is Putnam's monthly and Household Words, by Dix & Edwards, N. Y., is the most elegantly printed and illustrated magazine for children that reaches our table. Terms $1 a year, and well worth the money.

SELF CULTURE IN READING, SPEAKING AND CONVERSATION: *By Wm. Sherwood. A. S. Barnes & Co. N. Y.*

This work is mainly a treatise on elocution, but is addressed rather to the teacher than the pupil. It is well filled with the most useful suggestions and cannot but be of much service to those who wish to cultivate the noble arts of good reading and speaking. The idea of the work is a good one, for self culture is the only sucessful culture in these arts.

HARPERS for May contains several finely illustrated articles. A visit to the Silver Mines of Central America, Com. Perry's Expedition to Japan, and the Gnawers. A serious and able Paper on the American Pulpit graces the Editor's Table.

MICHIGAN JOURNAL OF EDUCATION,
AND TEACHERS' MAGAZINE.

VOL. III. JUNE. NO. VI.

## WHAT EDUCATES US?

Education is not wholly, nor even mainly, the product of the schools. Thousands of teachers other than those who work in school houses, are ever busy, molding and instructing the human mind, and thousands of lessons are effectually learned which are never repeated in audible recitations. Indeed, if the question be thoroughly pushed as to the real agencies by which the mind is developed and informed, and the laws of its growth to the stature and strength of manhood, we should find that text books are by no means the most potential means of cultivating either the intellect or heart. We would not detract aught from the public esteem for our schools, and surely they have too many real claims to our regard to need to have recourse to fictitious ones, and yet it must be confessed that by far the greater and most valuable part of education is obtained outside of the school room, and a man may far better spare the school part than this other part of his mental culture.

The mind does not grow with the growth of the body, expanding by virtue of the expansion of head it inhabits. Instances are not wanting where it has remained in the ignorance and imbecility of infancy while the body has risen to full size. The growth of the mind is essentially the growth of its ideas. These are at once its food and fruit, and happily for us the sources of knowledge are so abundant about us that the rudest and most neglected mind will in the course of its life gather in enough ideas to develop it far beyond the starting point. The eye must be blind that does not by dint of mere common use, grow familiar with many things, and the intellect must be considered radically defective that does not learn daily from the common needs of life.

Thus though the mind does not grow by reason of the bodily growth, yet it does, in fact, begin to grow with the beginnings of life, and grows too by the very efforts which provide for the sustentation of life. In the pursuit of food and shelter alone the mind attains no mean development.

Add to this the calls made upon its powers of thought and action by the exigencies of our civilization, the necessity to comprehend the meaning of a thousand forms; to obtain and use a thousand things, the products of science and taste, and we have a teaching which cannot fail to raise the common mind of civilized nations far above the level of barbarism.

The intelligent intercourse which we are called upon to maintain with cultivated minds around us is another powerful means of education.—The motives and meaning of the actions of our fellow men compel much severe study while the demands of business urge to a strenuous exercise of the knowledge gained.

The influence of refined society upon the minds and manners of those who mingle with it has been frequently remarked, and the difference between the children of our best and our rudest families is matter of daily observation. A man who associates much with the learned will come to exhibit, in time, much of their intelligent speech and high toned thought. Perhaps no educational influence is more general and powerful than this, and to none can be traced more of the real development of our minds.

Language itself is also a teacher. He who has learned his mother tongue even in its common forms and uses, has made no slight advancement in his educational progress, and its daily use affords daily lessons of no unimportant sort. Freighted with thought and bearing in its forms the history and experience of ages, it is a ready mould in which the mind is made to take upon itself at once the spirit and impress of the most finished culture. The uses of language in the business of education are yet scarcely half known though it has ever commanded a prominent place in the best courses of study.

The influence of climate and scenery also deserves a place in this enumeration of educational agencies. The highlander and lowlander, the men of the mountains and the men of the plains, are ever distinct races by virtue of the scenes they inhabit. The inner life of the former, his sturdy independence and spirit of hardy enterprise, do but reflect the stern grandeur of his mountain home, while the softer tone and smoother manners of the latter are the legitimate growth of the plains he inhabits. The islander and dweller on deeply indented coasts become of necessity men of commercial spirit; and the nomadic inhabitants of the desert borrow their character from the wastes over which they roam.

Nor should we neglect in this list of out door teachers, the popular ideas, whether social, political or religious, which prevail through the

communities and nations, and like the silent but strong influence of some deep channel, determine the direction and flow of the national life.—Some of these common sentiments begin to control the mind at a very early age, and give their color to the whole current of thought. Thus the fashions of the day are teachers, and little children learn lessons of lasting consequence from them. The laws of the land which are but the expressions of popular political beliefs are teachers, and teach powerful lessons to the whole popular mind, and the forms and doctrines of the received religion mould with an omnipotent power the entire character of men.

Neither does the enumeration stop here. Whatever addresses itself to the senses or moves the sensibilities of the child becomes the teacher of that child and aids in the work of its education. Whatever exercises the mind or heart, whatever compels to exertion,—the pressure of care, the burden of responsibility,—all are teachers whose lessons never fail to get learned and are never forgotten.

The educational theory that leaves these out door teachings out of view is radically false and can only lead to disappointment. And are not we in America now tending toward this error? In our zeal to establish schools are we not in danger of making education to consist wholly of schooling? The failure of the schools to produce well educated practical men and women, it is true, has been noted, and it is well known that a boy may be a very diligent and successful student of books who is good for little else. But instead of attributing this result to the system, we charge it upon an erroneous management of the system, and still hug the belief that with competent instructors a child may be educated into a full grown, able and accomplished manhood by mere dint of schooling. Many however are not thus lenient in their judgment, and not a few men who have attained to high success and whose education was mainly if not wholly of the out door sort, do openly express their distrust of the schools and choose rather to send their sons to the shop or store than to the College. And when, after great advances shall have been made in the character and expensiveness of our schools, these defective results shall still come forth, will not this distrust grow and spread itself till a reactionary movement against our whole educational system shall be started? Such must be the result unless as is probable the system itself shall be made to bend to the felt demands for a more legitimate school work.

And this leads us finally to the question, what is the legitimate work of the school? In the real business of human culture what part belongs to school instruction? Such is the question we propose for discussion in a future paper.

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## NOTHING IS LOST.

Nothing is lost; the drop of dew
  Which trembles on the leaf or flower
Is but exhaled, to fall anew
  In summer's thunder shower;
Perchance to shine within the bow
  That fronts the sun at fall of day;
Perchance to sparkle in the flow
  Of fountain far away.

Nothing is lost; the tiniest seed
  By wild birds borne, or breezes blown,
Finds something suited to its need,
  Wherein 'tis sown and grown.
The language of some household song,
  The perfume of some cherished flower,
Though gone from outward sense, belong
  To memory's after hour.

So with our words; or harsh or kind,
  Uttered they are not all forgot;
They leave their influence on the mind,
  Pass on, but perish not!
So with our deeds; for good or ill,
  They have their power scarce understood;
Then let us use our better will
  To make them rife with good.

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## RULES FOR STUDY.

PROF. DAVIES, the eminent mathematician, gives the following excellent rules for students:

1. Learn one thing at a time.
2. Learn that thing well.
3. Learn its connections, as far as possible, with all other things.
4. Believe that to know everything of something is better than to know something of everything.

In 1763 Charles Mason and Jeremiah Dixon, surveyed between Pennsylvania and Maryland. Hence the phrase "Mason & Dixon's line."

## BOYHOOD.

Dr. Johnson used to say, that a boy at school is the happiest of human beings. If he had added that youth is not only the happiest period of life, but also the best, in the highest sense of the word, perhaps there would not be given so general a consent as to the maxim which he has enunciated. Graceful, engaging, interesting, every one would allow it to be. The dewy freshness of the morning, the soft fragrance of spring, the tender beauty of a budding flower are the images that naturally belong to that stage of existence. The gradual change, mournful as it is to witness, the fading bloom of gentle unsuspicious innocence, the cold numbness stealing over the generous instincts, instead of awakening vain and querulous repinings, may serve rather to impress ust hat life is moving on to its full development. All that is fair must fade, in order that it may be renewed in richer loveliness. While it lasts let it be admired for its intrinsic qualities, as it deserves.

Persons advanced, or advancing in life, and particularly those whose occupations involve them in the exciting pursuit of power or riches, are apt to look down upon youth as an unprofitable time,—as a mere preliminary to real life, to be despatched with all convenient speed, and then to be forgotten. They are not aware how much they have need to learn from it, and to sympathize with it. It is very good for all to dwell much in the presence of the young. The greatest and best of men have loved to do so. The strange and unanswerable questions which children are continually asking, inadequate utterances of unutterable thoughts, convict the proudest intellect of its ignorance. Their trustful and affectionate confidence in others rebukes the suspicious caution of experienced manhood. The unstudied grace of every "breeze-like motion," the gladsomeness of the "self-born carol," their free and full enjoyment of everything beautiful and glorious around them, these, and such like traits, are angelic rather than human; they speak of innocence, and happiness, and love; they say to anxious hearts, "Take no thought for the morrow,"—"Be not troubled about many things." Nor is boyhood an inel-oquent teacher. Its generous ardor, its dauntless activity, its chivalrous sense of honor, its fond attachments, its hopefulness and truthfulness, its clear, bright eye, fair cheek, light and joyous frame,—but strangely unlike is all this to the wrinkled brow and heavy tread, and callousness and deliberate selfishness by which it is too often succeeded. Much, very much is to be learned from the young.

It is to be regretted, that the recollections of childhood and youth in most persons so soon grow dim and perish. In one sense, indeed, childhood is never forgotten. Love or ambition may usurp for a time a tyrannic sway over the heart, and seem to blot out all the time before; but the thought of the home of other days never fails to act like magic on the heart; the faces and haunts familiar to the child remain enshrined in the memory of the man, and command for ever an affectionate reverence.

But, if it were possible, how strangely interesting would be a voyage

of discovery into those happy regions,—that "sunny land of childhood" through which we have traveled,—if memory could distinctly recall the first drawings of intelligence, unravel the tangled web of thought and feeling which has puzzled Locke and Descartes, and analyze the complex substance of the human mind into its primordial elements; or even if Biography were more careful to trace out the records of the first fifteen years of a human life.

Some of the peculiar traits of boyhood are often overlooked by those who cater for the instruction and amusement of that strangely interesting class. Hence some of the besetting dangers of some books for children. Education, is one form or other, should be the great question of every age, seeing that the cultivation of his race is surely the most important work in which man can be engaged. It is professedly the great question of these times; yet, amid much useful discussion of school arrangements, and the methods of teaching, some of the less obvious aspects of the process of change, which is everywhere and incessantly going on in human minds, are, it seems, too much neglected. And the books by which they are amused and spontaneously educated are surely among the most powerful domestic influences to which children are exposed. The department of literature has worthily engaged writers of the highest intellect, who have known childhood well, and the habits and tastes of successive generations are formed by the fruit of their labors.

Before attempting to answer the question,—What sort of writing is best adapted for the young? another question accordingly must be entertained, What are their tastes and capacities? The warm and affectionate susceptibility of children, their noble aspirations, their confiding trust in others, and unselfish admiration of whatever is beautiful and good,—traits like these, with the counterpoise of such defects as restlessness, imprudence, appetency of pleasure and impatience of pain or restraint, are manifest at a glance. But there are phenomena less obtrusive, some of which, at first sight, appear irreconcilable one with another.—These ought to be considered; for though from causes already alluded to, from the want of sympathy between old and young, and from the assidious assiduity with which the cares of the man imperceptibly obliterate the very different experiences of the child, it is difficult to understand thoroughly the hidden things of childhood, so as to see their unity and relation to each other as parts of a mysterious whole, yet something may be gathered. Some few scattered fragments, a frieze here, a broken capital there, may serve to remind us how fair and how wonderful the ruin must have been, while it stood a living temple.

One of the chief points of difference between boyhood and girlhood,—and it is to the life of boys that our following remarks chiefly refer,—is, that the boy is not merely, or chiefly, passing through a state of transition. With the other sex it is for the most part different. With them, from the moment of emerging from the nursery to the auspicious epoch of "coming out," too often is a dreary blank. There is no cricket, no football, nor one of the many avocations of a boy's little world to enliven it. Hence so often in young ladies an insipid and artificial tone, totally different from the independence and unworldly spirit of a boy, especially

at a public school. *He* lives in a world of his own, very complete and satisfying while it lasts. However alluring may be the opening vista of "real life," and however eager he may be to anticipate the dignity of manhood, still there is very much to prize and enjoy in the present on its own account,—very much that he must relinquish on assuming the "toga virilis." It was a serious mistake in the artist to represent the sons of Laocoon in the finished proportion of little men, not with the wavy outlines of youth. It would be a similar error in any system of education, and it is one of frequent occurrence now in books written for the young, to regard them merely as *men on a small scale*, and not as they are, denizens of another world. The man, matured in years, pressing onwards to some mark—power, it may be, or money—or, at all events, aware of the grave that expects him, cannot fail to note anxiously the progress of each day. He is, as it were, borne along on a downward stream, whose waters flow more and more swiftly as they approach the sea. Meanwhile, the child is floating hither and thither on a sunlit ocean, wrapt in the unconscious security of an eternity now. This completeness or to borrow an expressive word from a foreign tongue, this "entelechy" of boyhood, results in part from the rich variety of aspects which that age presents internally. Coleridge, the poet-philosopher, says that there has never been a really great man, without a considerable admixture of the feminine—not the effeminate—element in his character. The combination of courage and modesty, of impetuosity and gentleness, of the component parts, according to the Eastern apologue, of the lion and the dove, is particularly noticeable in boys. But we must proceed to collect in detail a few of their most remarkable characteristics.

One of these is what may be most shortly expressed by a word that has come unluckily to savor rather of philosophic pedantry,—their objectivity. It may be true scientifically that the quality of color,—the green, for instance, of a tree or meadow, resides in the mind rather than in the natural object itself; but the opposite belief is more pleasant, and is one source of the vivid enjoyment which children feel in every thing proposed to the senses. They cling to what is concrete and outward.—To them every person, nay, every brute creature, every inanimate object that seizes their attention becomes an independent and individual object. The image stands within the mind in bold relief; as if it were a living thing, in causeless and self essential individuality; for as yet there is no habit of causation, no "ætiatic" habit, as it has been called, but an unhesitating and uncritical acceptance of every thing presented. Particulars are as yet in no danger of evanescing into abstractions. They are scarcely numerous enough to require digestion and arrangement into classes. Each one holds its place by its own right in the memory, a real, actual, concrete quasi-person. And as the memory is then most impressible, so is it also most retentive then without much aid from casuality or logical relation. The fact, and the fact alone, is enough. Even a name, a proper name, is draped with form and color by the lavish exuberance of the imagination, and seems to assert its own indefeasable fitness. Dry rules, formal and unmeaning as they seem, scarcely cost an effort to be remembered, though the principle of them, the "wherefore"

of their operation, remain unexplained. From this *objectivity* comes a child's love of imitation, not only of imitating what is attractive, but of imitating every thing for imitation's sake; his aptness for mimicry and everything in the way of acting; the entire belief with which, either as spectator, or himself the tiny actor, he loses his own identity in that of the person represented. Hence, too, the fondness for pictures, not from any conscious appreciation of the imitator's ingenuity, but because the picture to them becomes for the moment the very person, or place, or incident represented.

Closely connected with the same principle of objectivity, is the unconscious pleasure that children imbibe from the beauties of nature.—Their enjoyment of Nature is something inexpressible, the more rapturous, that it is unconscious, and undisturbed by any abstract speculations about the beautiful or the picturesque. Like the ancient Greeks, they seem aware of the pervading tone, whatever it may be, of the landscape, of the delicious languors of summer, or the bright crispness of a frosty winter's day. The details, too, they perceive singly and separately; but like the Greeks, they seem to be devoid of that analytic sense of the composition of the various features of the scene, which is so prominent a feature in modern descripttve poetry, especially in that of the Lake school.

How very early in life an unconscious sense of poetry begins to manifest itself, is obvious to all who are conversant with the sayings and doings of children; and close observers know well how rich a treasure of real poetical material lies formless and unnoticed in the depths of a child's heart. A few years pass on, and the tendency begins to show itself in overt acts. In the pages of a school magazine, however trashy and ambitious the prose may be, the poetry is often really beautiful.—But the poetry that approves itself to the ears of youth is seldom of a *complex* kind. Deep it may be—indeed it can scarcely be too deep—provided only it be simple. The taste for melody comes before that of harmony. For this reason Shakspeare is seldom a favorite with boys; unless it be for the interest of his story. His exuberant and many-sided imagination continually leads him, as it were, into intricate and complicated "*fugues*," true to life and nature, he blends into one rich harmony the most apparently discordant tones; and it is this Variety and Unity that especially marks his universal genuis. But boys prefer the passionate and flowing strains of poets like Byron, Moore, and Scott.—Even Milton, for this reason, finds more admirers at an early age than Shakspeare.

It is quite true that boys, especially schoolboys, have a very lively sense of what is ridiculous, and still more of what is *ludicrous*. No soubriquets laborated in after life by the ingenuity of party warfare, hit the mark so well as those at school,—launched by the careless hand and forged in an instant by the ready wit and happy versatility of boys.—But notwithstanding all this playful humor, the other element preponderates below the surface. Thus Dickens is generally a greater favorite with boys than Thackeray.

One more aspect—a very important one—of this objectivity remains

to be noticed, as it affects the religious state of children. Belief in them is not what Mr. Carlyle reprobates as a "sham" belief; it is not a belief that they believe. As far as it goes, it is very real indeed. But the child's idea of a future state is rather a continuation of the happy home in which he lives, than a new heaven and a new earth. He cannot conceive it otherwise, and why should he? Perhaps this consideration tends to explain, what has been called*, in one of the little books for boys, "an inscrutable mystery in boyhood;" the rapid facility with which the sorrows of repentence are effaced by returning lightness of heart.

Another characteristic of the young—one which they have in common with the fair sex—is the *personal* aspect in which they regard things; the disposition to refer everything to the person from whom it proceeds, or to whom it belongs, and to judge of it accordingly. Principles and opinions are invested by them with the associations belonging to the persons who support or impugn them. The personal authority of the teacher, his claims to affection or respect, have more efficacy with them than the independent evidence of what he inculcates. Nor can it be regretted, that their reason, immature at present and ill prepared to enter into the strife of opinions, should be naturally disposed to attach itself to the guides, placed within reach by Providence, and to submit to them almost implicitly.

Again children have a quick and intuitive sense of character. They are skillful to read its hieroglyphics in the look, voice, manner, and general appearance. They feel themselves unaccountably attracted or repelled by the different persons with whom they are brought into co ntact; and these possessions seldom prove mistaken. They are great hero worshippers. Virtue to them is no lifeless abstraction—no "*bona res*"—nor yet a frigid and decorous personification. To find a way into their hearts, she must appear like the gods of Homer,—in the real flesh and blood of some great and good man. As soon as they begin to be imitiated into the busy controversies of the political world, they become violent partisans. With the party to which they are attached, resides all right and goodness: out of its pale all are aliens and foes. Castles in the air, beautiful and unsubstantial, "rise like an exhalation;" or "like the airy fabric of a dream," doomed, alas, "to melt away before the light of common day." Cherished theories of Utopian perfection, and the eager pursuit of unattainable ends, lure on the willing dupe; un-

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* The passage is so beautiful, that we cannot refrain from quoting it entire:—"Truly it is a mystery, that strange privilege which boyhood alone seems to possess of being at once sinful and light-hearted. It is, as it were, the mingling of the pure and the impure in the same cup, without the whole draught becoming polluted. In after years guilt has its moments of wild and feverish delight: but boys, and boys alone, can sin and be sorry for a while, and then fling aside all thought of it, and feel as though they had never sinned at all. In infancy the consciousness of sin is a thing unknown, in manhood it presses on the heart like an ever-present burden; but in boyhood it is like an April cloud, which flits over the landscape, darkening it for a while, and then passing away altogether, and leaving it as bright as ever. Of all the mysteries of boyhood this is perhaps the most inscrutable."—*Cheriton School, or the Cherry Stones.*

til, as years pass away, tired of the hopeless chase, he learns to understand that to strive after good, rather than to attain it, is the portion allotted to man by God in this life.

It may be added that children are little, if at all, affected by worldly considerations in choosing their friends. Rank and riches are nothing to them, in comparison with real personal attractions. Tufthunting, or "flunkeyism," as it is now called, too often the bane of society, among the grown up children of the world, is almost, if not utterly, unknown at school. Prowess at cricket or football—feats of bodily strength and activity—deeds of "pluck" and hardihood—the value of qualifications like these may be overrated at school; but, after all, the higher excellencies of generosity, kindliness and candor, never fail to be appreciated there. The self-aggrandizing spirit, which torments men in after years with a constant anxiety to form "good connexions," is powerless to infuse its base alloy into the genuine affection of early friendship.

Very heedless of consequences they often are—and scarcely familiar enough with pain and suffering by their own experience to estimate rightly what they are inflicting; but they must be acquitted of anything like international or deliberate cruelty. Their "love of mischief" is in the main an experimentalizing curiosity. Another accusation, brought against them—it occurs in a book full of thoughtful advice on the subject of education, "Early influences," by Mrs. Montgomery—is, that they are not naturally truthful. It might have been supposed that, if anywhere, truth would delight to dwell in so pure an abode as the breast of little children. The fact is, they have a strong innate sense of the badness of a lie; but the timidity and shrinking from pain inseparable from a tender age, easily avail to overpower the natural propensity to truth. Thus an appearance of insincerity is produced. A similar explanation might be applied to the national character of the Italians and Hindoos. Reserved, except to the few who understand them, children are very liable to sudden gusts of changefulness, but they are not often deceitful or untrue.—*North British Review.*

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## CHILDREN'S BOOKS.

The peculiarities of the mysterious stage of human life which we have been contemplating thus show that it is almost impossible to overrate the importance of children's books. So subtle and imperceptible is the influence of external circumstances on the inner life so mysteriously are the links in the chain of progression inter dependent that scarcely the autobiographer himself can say positively how far the color of his whole life betrays the dye first imparted to it in the incidental associations of childhood, and ever afterwards retained. But the coral bed is day by day acquiring bulk and coherence, while the waters pass idly to and fro above the invisible workmen of the deep. What now appears so insignificant will one day rise solid and compact above the surface;—

perchance a gallant vessel shall founder there; perchance it shall become a very fertile land. So it is with the hidden growth of character. Nature supplies the raw material—the innate taste and capacity. This or that book, accidentally encountered perhaps, and devoured with the keenness of a youthful appetite, serves to kindle the slumbering energies with a Promethean spark. The gallant sailor may receive the first impulse that launches him on his perilous and glorious career from the fabled adventures of Crusoe, or the graphic narratives of Anson and Drake and Byron, which he read when a boy. The young imagination of another has feasted over the tales of Bagdad and Balsora, on luscious descriptions of the tales of the East, or mused on the daring and successful enterprise of merchant princes in the Indies, and the result has been a life of commercial speculation. In a third the seeds of military glory have been sown by reading of Knight or Paladin, and in due time they have borne fruit. Sir Walter Scott is an instance. The tales and legends that pleased his childish fancy, though thrust aside for a time by less palatable occupations, never lost their charm, but remained with him to the last. The greatest events of history, the fate of dynasties and nations, the master works of art, the grandest discoveries that have signalized the march of mankind on the highroad of civilization, might thus be found to issue from some "child's book."

And yet it is often deemed an easy and trivial thing to write for children. Books *about* children it is comparatively easy to write: but it is not so easy to penetrate the secret of youthful sympathies, to captivate them and hold them fast. It is not for every harper, says the Welsh proverb, to play upon the harp of many strings. As it is, while "books for children" are innumerable, the number of really good works of this sort—skillfully adapted to meet the wants of their happy thoughtless life, is small indeed. Childhood to many persons is a sealed book, and remains so always.

It follows from what has been already said on the characteristics of children, that it is a great mistake to take pains to *write down* to the supposed level of their capacities. The fact is, that most children, if not all, are very fond of pondering with themselves the deepest and most awful subjects. The guesses of intuition not unfrequently hit the truth, just as a woman is generally right until she begins to give her reasons. So it is often with children. The wonders of the natural world—of earth and sea and sky—nay, even the mysterious questions,* which all the acquired knowledge of manhood is incompetent to answer satisfactorily, of fate, freewill, sin, happiness, eternity; infinite and perplexing questions of this kind—

Blank misgivings of a creature
Moving about in worlds not realised—

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* I never gathered from infidel writers, when an avowed infidel myself, any solid difficulties which were not brought to my mind by a very young child of my own.—"Why was sin permitted?" "What a very small word this is to be saved by the incarnation and death of the Son of God!" "Who can believe that so few will be saved?"—*Remains of Rev. R. Cecil.*

have a strange fascination for children. We do not mean to say that it is well to indulge the proneness towards such speculations unreservedly. But the mere fact that children find pleasure in them, shows an extent of rational curiosity and sympathy larger than is usually imputed to their age. Those who have forgotten their own childhood, and who do not care to study the ways of boys, do not know what profound aspirations are often at work within their little heads. In the infancy of Greek philosophy, when the Ionian mind, inquisitive and inexperienced as that of a child, first essayed to construct a system of the universe, it plunged into every department of philosophy, material, moral, and metaphysical, at once, and mingled all together in a grotesque theological confusion.—A similar process is often going on in children. There is scarcely any height or depth in thought out of the reach of their curious inquiries.—In experience and method, of course they are deficient. But the reason, as distinguished by Kant and Coleridge from the understanding, already asserts its unity with that of the great human family.

Children are generally very good judges whether a book is written in good taste or bad. They have a great deal of reverence and reserve, and a wondering admiration of everything remarkable. As soon as it is laid bare by a thorough explanation and stripped of all its mystery, it loses interest for them. Perpetual explanations are not only unnecessary for them, but wearisome and distasteful. They gain more real and lasting instruction from partial glimpses,—half revealing, half suggesting, gradually leading onwards to truth in its fullness, not exposing it all at once, supplying the mind meanwhile with abundant food for meditation, than by the uninviting glare of a complete illumination.

It is a drawback from the great merit of the late Mrs. Sherwood's style of writing for children, that she too much seeks to lower things to the supposed tenuity of their understandings, by way of making everything plain and easy for them. But they do not love so meagre a diet for their imagination and drawing reason. The Athenian philosopher, of whom it has been truly said that he taught the world as one would a little child, well knew the magnetic power that resides in a teaching *suggestive* rather than *exhaustive*, in which truth is implied rather than expressed. A proverb in use among his own countrymen who told him that "half is more than the whole." And if we look for guidance to the highest example of instruction—one greater and holier far than Socrates or any human teacher—we cannot fail to observe how content he was that his words should remain only understood in part for a while, until the growing capacity of his hearers should enlarge itself to the measure of their full significancy.

We have already remarked that children are naturally disposed to receive undisputingly the teaching which proceeds from what they regard as good authority. The tone of assertion, the unhesitating tone of strong belief, has more weight with them than the most ingenious argumentative discussion. It seems intended by nature that it should be so; and for obvious reasons. Now, this habit of mind evidently requires dogmatic rather than controversial writing. But after all, we must add, that some of these books by Mrs. Sherwood are among the most popular

of books for children. They are too well known to require any particular description. The most pleasant early associations of many gather round the *Fairchild Family*. The happy and thoroughly English home there revealed—the quiet pictures of rural English scenery and of the pleasant town of Reading—the evenings in the Primrose Meadow, and the stories of Mrs. Loward and little Marten, and the fair Henrie, who was trained to love God among the valleys of the Waldenses, are full of genial goodness and active fancy.

The last fault alleged against Mrs. Sherwood also attaches to the well-known and beautifully-written tales by the authoress of *Amy Herbert*. Of all the graceful stories from the pen of this lady, *Amy Herbert* appears to have the most admirers. Nor is it strange that so amiable a picture of childhood should make itself a favorite with all who take any pleasure in the contemplation of youth and innocence. Its truthfulness also, in the delineation of childish character imparts to it the charm of reality; not truthfulness merely of general outlines, but a close fidelity to nature in the nicer details of word and manner. But *Amy Herbert* fails to realize the beau ideal of a child's book. It offers a delightful employment for leisure time for older persons; full of interesting and instructive hints on the best way of training the unformed character, of pruning its evil tendencies, and of fostering into ripe maturity its budding traits of goodness; but in youthful hands there would be cause for apprehension, lest it should encourage a precocious and unhealthy spirit of self consciousness.

The principle of addressing the faculty of *reasoning*, as yet very imperfectly developed in children, to the undue neglect of their *affections* and *imagination*, is an offence of frequent occurrence, and apt to obtrude itself even into works of considerable merit.

From reasons already stated, it may be inferred, that an *indirect* mode of teaching is to be preferred for children—we mean the embodiment of abstract truth into narrative. Such a mode of writing wins its way more easily into the understanding—quickens the attention—inspires the feeling—is retained more lastingly—gives more exercise to the imagination. Nature significantly points in this direction, by the eager appetite for pictures and stories which she has implanted in children. In reading Æsop's *Fables* children often omit the "moral." But it does not follow, therefore, that they lose the point of the story. Their sympathies are enlisted on the right side; and the readiness of childhood to identify itself with the personages in the story seldom fails to make the suitable application. The lesson conveyed penetrates deeper into their nature by being received thus unconsciously; it becomes an integral part of their character by absorption—it acts more effaciously than it would, if administered like a dose of medicine, a dry sermon after an etertaining narrative. The quiet and gradual operation of air, and diet, and exercise, is always preferable to artificial remedies. In the way of exercise, it is well known that the alternate tension and relaxation of the various muscles in a game—cricket for example, or tennis—while the mind is too much engaged in the amusement to be conscious of the exercise, is more conducive to health than a periodical walk taken deliberately for

health's sake. The analogy is obvious. Ballad poetry is invariably the kind of poetry that commends itself to the infancy and youth of a people; it appeals to their senses; it supplies them with living realities, not impossible ideas; it ministers to their desire of adventure and romance. Example is better than precept, especially for children. Besides the advantages to which we have alluded, as attendant to such a mode of teaching, it must be allowed, even by the sternest utilitarian, to be no small gain—in a world so full of inevitable unhappiness—to substitute what is pleasurable for a comparatively painful process; especially in the treatment of that part of human life which seems intended by God to be a season of enjoyment while it lasts, whatever troubles may be awaiting its mature manhood.

The allegorical style has not been altogether neglected even in this *utilitarian* land. In the sense of *unpoetic*, the propriety of the epithet has been disproved by facts. Practical and inexcitable the English undoubtedly are; less capable of perceiving ideal principles than their German cousins; slower sensibility than their susceptible neighbors in France: but the best poetry is the offspring of strong and profound, not transitory passion, and speaks in the language of the senses rather than in philosophic generalizations. Accordingly there has been a goodly growth of poetry, especially of a dramatic character, both in the Northern and Southern divisions of the island. Even the allegorical vein—if less bountiful of its treasure here than in Germany, less wildly or fancifully picturesque, less spiritual, more broad and homely—has not proved altogether unproductive in England. John Bunyan is a very old instance. Many generations have experienced the influence of his vivid descriptions, couched in racy and genuine language. It would be the sign of an evil day, if ever the marvelous dreamings of the self-taught genius of Elstow should be laid on the shelf by common consent as an antiquarian curiosity. Inspired by earnest convictions and an intense devotion, they penetrate the heart; they bring a message of life and death; and they will be heard with sympathetic interest by distant generations. As a work for children, indeed, the *Pilgrim's Progress* is not faultless. The meaning of the allegory is sometimes too thinly veiled, and forces itself so prominently forward as to interfere with the appearance of reality in the story.

Persons of every religious school—even such as disapprove of the ecclesiastical tendency of Mr. Adam's Tales—must agree that few recent works are more admirable than his *Distant Hills*, and other allegories,—viewed as beautiful works of art, adapted for the child-mind.—The gentle and persuasive tone of such indirect exhortation to holiness, finds an entrance into every heart. The quiet and peaceful, yet not gloomy stillness which pervades his stories; and the lovely images summoned before the eye, transport the reader for a time out of the ceaseless turmoil of this vicious and anxious world; and soothe him with happy thoughts of a better state. *Agathos*, and other stories by Bishop Wilberforce, are well known and beautiful specimens of this class.

It is scarcely necessary, after what has been already said, to add, that books of mere amusement, without any pretensions at all to instruction,

are not by any means to be left out of the list of children's books. The most ludicrous or impossible tale that ever ran riot among the marvels of Fairy-land, or the braggadocios of Munchausen,—a farce to older readers, would require a law-maker more cruel than Draco to attempt to banish them. If older heads are not proof against the fascination of such stories, if it refreshes them to stroll among the bazaars of Bagdad, along the sunny banks of the Tigris, under a canopy of palm trees, with lamps like the stars of heaven glittering amid their dusky faliage,—"in the golden time of good Haroun Alraschid," or to engage in the wars of the Genii, to battle with radiant powers of good against the wiles and machinations of dark rebellious spirits, or in a less arduous flight of fancy, to pace the silent shore, with its solitary inhabitant, the shipwrecked mariner, in all the majesty of independence, all the sadness of utter isolation, and with him to learn the strange joy of conquering necessity by invention,—if older readers find a pleasure in such things, and many do, much more are they the legitimate property of youth. The capacity of believing them thoroughly for the time, is one of the most luscious enjoyments vouchsafed by Nature to the young. Who would wish to wrest it from them, or dare to deny its usefulness? It is a truism to speak of "the bow that is never unbent," or of the evil consequences from "all work and no play." Immoderate carefulness,—ever toiling after some remote end, never pausing to enjoy the flower that blooms, by the mercy of Heaven, along the wayside, making a business even of pleasure, seldom, if ever, relaxing into the genial and graceful *abandon* of a southern clime, is confessedly a fault of the Anglo Saxon character, and one bane of happiness in Britain at this time. Not the least deplorable result of this propensity,—not the least mischievous among the causes that encourage it are the dry compendia of "Useful Knowledge" which find favor in certain quarters; by gratifying a shortsighted importance for speedy and showy results—a shopkeeper's preference for small profits and quick returns. It is scarcely worth while, for the sake of a superficial smattering, to dwarf the imagination, disgust the natural appetite for knowledge, foster a complacent irreverence, dazzled by the parade of its own apparent proficiency, and substitute an artificial unprogressive precocity for the generous growth of time. There has been much of late years to expose the fallacy. We have seen paper constitutions survived by those who made them; and we may learn, that in the discipline of individuals, as of nations, the shortest way is not always the safest. The flowers, without sap or root, which a child culls, and sticks in the soil, to wither before nightfall; the dry bones, which lay withered and scattered on the plain of Chebar; the puppets on the stage which move their arms and legs with all the regularity of real life, are not more different from living flowers, living bodies, living men and women, than a mechanical aggregation of facts and figures is from real instruction. Mere empiricism is not true wisdom.

"Wouldst thou plant for eternity," says Carlyle, "then plant into the deep faculties of man, his fantasy and his heart; wouldst thou plant for year and day, then plant into his shallow faculties, his self-love and arithmetical understanding." And again,—"Soul must catch fire through

a mysterious contact with living soul. Mind grows not, like a vegetable, by having its roots littered with etymological compost, but like a spirit by mysterious contact with spirit; thought kindles itself at the fire of living thought." "Useful information," however concealed under the thin and undignified disguise of "Philosophy in Sport," is not real education; perhaps it is more objectionable in its serio-comic form; it is "neither fish nor flesh, nor good red herring." Even in the hands of clever and agreeable writers like Miss Edgeworth or Miss Martineau, its wheels drag heavily. The greatest and best men have usually been the most thoroughly boys in their time. The ingenious substitute of what are called, in schools for young ladies, by name of "calisthenic exercises," is but a miserable make-shift for the healthy excitement of a game, as "scientific dialogues" and "epitomes of history" are for the free and complete development of the whole being through the agency of works which address the imagination and the feelings, and thus prepare for the higher developments of reason.

Such old established favorites as the *Arabian Nights* need no apology at our hands, but, in connexion with the characteristics which we have been considering, it is obvious to remark that they hold their place among children's books, and in the affections of their readers, by no blind force of habit or merely unreasonable devotion. The very land of their birth, the nursery of the human race, is rich in associations akin to those of childhood, and the literature of that land is naturally such as to find an echo in every childish bosom. The faculty so strong in children, of simple wonder and awful curiosity, as yet unchilled by the cold breath of criticism, and the habit of self-conscious reflection,—which may enervate more than it enlightens, is pleased only, not cloyed, by those fantastic yet familiar tales that enrich the empty but capacious mind of the child with many a gorgeous scene and moving incident, both of a natural and supernatural kind. Regarded as mere amusement, such tales are probable—but this is not all. Though there be no moral formally appended to the fable, and administered, as it were, to efface its impression and dispel its meaning, yet perhaps, even in moral influence, Arabian Night and Fairy Tale may not be altogether wanting. There at least vice and virtue are not approximated by the disclosure of their secret workings, and of that almost invisible point from which they begin to diverge. There is no mistake about the Ogre and the Evil Genuis—they are indisputably bad and detestable: evil is left, as it is, a fearful mystery, and referred for its immediate source to a personal though superhuman agency; nor is goodness dwarfed from its ideal stature to the dimensions of a little girl, who forbears to disremember her doll or play with a peevish spaniel.

A naked list of dates or other facts, with which the feelings have nothing to do, and in which, as yet, the understandings can recognize little or nothing, is a mere nonentity to the child. It sinks as a dead load into the memory, overtaxing the mechanical powers of retention, whilst it kindles not a spark of feeling nor generates a single genial thought. But let a child's ready sympathy be excited, let the traveled merchant of Bagdad unfold the secrets of his furrowed brow, and the

solitary Crusoe detail, by what ingenious contrivances he has fenced out the wild beast from his own savage den, and barely kept soul and body together at the peril of both, in his lonely island, no danger will there be lest the adventures or devices of either should appear to the child too fanciful or minute. He finds no fault with the lavish exercises of supernatural power by friendly or malicious genuis; where the marvelous, however absurd to older ears, is so plausible and consistent, so devoutly believed by the several characters of the story—no wonder is it that a child should welcome each new marvel with even heightened interest.

Again, the poetry in which childhood has been said to share so largely, though unconsciously, is not manifested in occasional outbursts of feeling on the active homage which a poet loves to offer to the beautiful; it is not something often banished, and continually overshadowed by the daily formalities of common life, sacred by the "dry light" of science, and the cold analysis to which thought and feeling are subjected in manhood; rather is it a constant stream of silent joy, beating with every pulse, and pervading every sensation. It has no voice of its own to raise, but all the more does it find in the flowers of Eastern language an expression of its own secret impulse; nor need any fear be entertained, lest a mind dieted on such imaginative food in childhood should grow up fantastic or superstitious. In the present state of society such a fear is groundless. The danger now-a-days, is all the other way; and let us beware how, in our fancied wisdom, we undervalue such a talent for appreciation of the marvelous—for from whom did modern science draw its light, and modern art and letters the originating impulse of its excellence, and the models which have provoked its imitative powers—from whom but that race, whose every stream and mountain was hallowed by its appropriate legend, and enshrined, as it were, the personal presence of its god or hero.—*North British Review.*

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## UTILITY OF GOOD MANNERS.

Among many excellent bits of experience related in the autobiography of Dr. Caldwell, is the following lesson in civility:

"In the year 1821, I made, in London, in a spirit of wager, a decisive and satisfactory experiment as to the effect of civil and courteous manners on people of various ranks and descriptions.

"There were in the place a number of young Americans, who often complained to me of the neglect and rudeness experienced by them from citizens to whom they spoke in the streets. They asserted, in particular, that as often as they requested directions to any point in the city towards which they were proceeding, they either received an uncivil and evasive answer, or none at all. I told them that my experience on the same subject had been exceedingly different; that I had never failed to receive a civil reply to my questions—often communicating the informa-

tion requested; and that I could not help suspecting that their failure to receive similar replies arose, in part at least, if not entirely to the plainness, not to say the bluntness, of their manner in making their inquiries. The correctness of this charge, however, they sturdily denied, asserting that their manner of asking for information was good enough for those to whom they addressed themselves. Unable to convince them by words of the truth of my suspicions, I proposed to them the following simple and conclusive experiment:

"Let us take together a walk of two or three hours in some of the public streets of the city. You shall yourselves designate the persons to whom I shall propose questions, and the subjects also to which the questions shall relate; and the only restriction imposed is, that no question shall be proposed to any one who shall appear greatly hurried, agitated, distressed, or in any other way deeply pre-occupied, in mind or body, and no one shall speak to the person questioned but myself.

"My proposition being accepted, out we sallied, and to work we went; and I continued my experiment until my young friends surrendered at discretion, frankly acknowledging that my opinion was right, and theirs, of course, wrong; and that, in our passage through life, courtesy of address and deportment may be made both a pleasant and powerful means to attain our ends and gratify our wishes.

"I put questions to more than twenty persons of every rank, from the high bred gentleman to the servant in livery, and received, in every instance, a satisfactory reply. If the information asked for was not imparted, the individual addressed gave an assurance of his regret at being unable to communicate it.

What seemed to surprise my friends was, that the individuals accosted by me almost uniformly imitated my own manner. If I uncovered, as I usually did in speaking to a gentleman, or even to a man of ordinary appearance and breeding, he did the same in his reply; and when I touched my hat to a liveried coachman or waiting man, his hat was immediately under his arm. So much may be done, and such advantages gained, by simply avoiding coarseness and vulgarity, and being well bred and agreeable. Nor can the case be otherwise. For the foundation of good breeding is good nature and good sense—two of the most useful and indispensable attributes of a well constituted mind. Let it not be forgotten, however, that good breeding is not to be regarded as identical with politeness—a mistake which is too frequently, if not generally committed. A person may be exceedingly polite without the much higher and more valuable accomplishment of good breeding."

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CAUSE OF THE MAGNETISM OF THE EARTH.—The magnetism of the earth is presumed to be owing to electrical currents circulating through its masses in a direction at right angles to the magnetic meridians. Mr. Fox, so well known to the scientific world, has shown from observation in the cornish mines, that such currents do flow through all the metallic veins.

## OUTRAGE IN SCHOOL—A TEACHER TURNED OUT DOORS.

We chronicle the following tale of outrage both because it involves some questions of school law of interest to teachers and school officers, and to show what school teachers have sometimes to encounter in the way of their calling. We should be glad to believe this a solitary case, but we are creditably informed that large numbers of schools, chiefly in the winter, are annually broken up by similar exhibitions of rowdyism on the part of ill-trained boys and young men. The director of the district, the scene of the following events, says that no less than 8 schools in that vicinity were thus violently ended last year. It is known that throughout certain sections of the country there are large numbers of illiterate and undisciplined young men who find employment through the summer, on boats, canals or farms, and who in the winter turn into school, sometimes to learn, but oftener to exhibit the rowdyism they have acquired, and who count it rare sport to turn a teacher out of doors and break up the school, trampling down the rights of the community and doing serious mischief upon the minds of the young around them. We trust this case which we now publish may arouse the friends of education to put a stop to such scenes.

We are indebted to Mr. BIERCE, the teacher and Mr. GRAY, the Director mainly for the following account and have satisfied ourselves of its substantial correctness by an examination of the affidavits made on the trials growing out of the fracas.

It appears that Mr. C. A. BIERCE, from the State Normal School, was employed last fall, to teach school in fractional district No. 1. in the townships of Macon, Saline, York, and Milan. For three years past this school had been disturbed by certain lawless boys, and the winter before the last, two teachers had been compelled in succession to relinquish the charge of the school. In the Fall, before employing Mr. B., at a school meeting the district board had been instructed, by votes, to interfere on any recurrence of the disorder, and to give notice to any disorderly pupil to leave the school within 30 minutes of the time of notice, on pain of being prosecuted for trespass.

In due time Mr. B. opened his school, introducing, with good success, the discipline learned at the Normal School and all went on happily, the district generally confessing that they had never had a better school.—With the approval of the people the teacher introduced a new set of books for the sake of gaining uniformity and for this purpose procured

new books which he gave the pupils in exchange for their old ones, such difference being paid as would cover cost.

After five or six weeks had passed, two or three large boys who had been the authors of former difficulties came to visit the school previous to entering regularly as pupils. They confessed to each other that "first rate order" prevailed, but said that the Normal rules would not work so well when they should commence coming. It appears, indeed, that they had previously determined to break up the school. The Monday succeeding their visit two of them entered school and at the outset refused to purchase the new books, swearing profanely that their books were good enough and telling the teacher with others that he must hear them in their books.

The School Board were soon notified that the trouble had begun, and in accordance with the vote of the district they served a notice on one of the boys, (the other was absent when they came,) to leave the school, but without effect. The next day while the members of the Board were gone to Tecumseh to commence legal proceedings, the boys, or young men rather, returned to school with two or three comrads and after much violent and insulting behavior, marching out and in the school house leaving the doors open and swearing that the children should not shut them, standing upon the benches and reading aloud while the teacher was busy with other classes, a brother of the one who had been ordered to quit school advanced and attacked the teacher, and finally, after a struggle, in which the teacher was disabled by the spraining of his knee, they all together dragged him from the school house. Here the neighbors who had been alarmed by the outcries of the children interfered and the fracas ended.

Out of this has grown a great variety of legal proceedings, and suits are now pending before the County Courts of Washtenaw and Lenawee Counties, which it is hoped will not only sift the merits of this case but settle some points of law as to rights of district boards and teachers.—It is claimed by the culprits that the school officers have no authority to interfere and especially to dismiss pupils from school, and that a pupil has a right to be heard in whatever text books he has a mind to bring.

Mr. B. having commenced a suit for personal damages and the trial having been adjourned from Monday to Wednesday, one of the young men went into an obscure part of Monroe County and procured a warrant from a Magistrate living there; on the pretence that this difficulty occurred in Monroe County, and having procured a certain Van Wormer

to be appointed deputy Constable to serve this process, he proceeded late in the night of Tuesday, (the trial of Mr. Bierce's suit being at Tecumseh at noon the next day) to apprehend the oldest and most intelligent of the scholars that was at school the day of the fracus.

They broke into the house of Thomas Gray, in Washtenaw County, then went over into Monroe and Lenawee Counties, and bolted into the house of Eber Bradley, in Milan, went into the upper story of the house where Miss Bradley, daughter of Mr. Bradley was sleeping, ordered her up, in the dead of night, and took her eight miles that night, froze her feet, kept her two nights and one day in custody, and never carried her before the magistrate who issued the warrant.

Notwithstanding all this and all the efforts of these bad boys and their friends, Mr. B., sustained by the district board, continued his school till the 6th of March, when at ten o'clock at night the school house was discovered to be on fire and soon was laid in ashes, under circumstances that left little doubt in the minds of the people that it was the work of the incendiary. By this fire the district lost their house, and a considerable amount of books and apparatus. Mr. B. also lost about $15 worth of books, and he and the district have been involved in a long and expensive litigation. Their case deserves the sympathy of the friends of good schools, and we are glad to learn that a generous effort is on foot to reimburse in part these losses.

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## CAPITOL SCHOOL, DETROIT.

We visited a few days since the old Capitol of Michigan standing in Detroit. The same old ornamental fence is about its three cornered park as in days of yore, and the same broad brick walks still lead to the same broad flights of steps as when the legislators of Michigan strolled there arm in arm, or gathered in groups to discuss with bated breath the interests of the party or the State. The extreme neatness that reigned everywhere, through walks and grass plats, impressed the mind pleasantly, and added to the charm of the deep quietness which prevailed. The thoughts of other days came naturally up, and we almost fancied as we entered the doors, hat we should meet there still the statesman of the commonwealth, or at least some

lobby members. But, instead of these, only a little school girl quietly crossed the well swept floor of the entrance hall as we came in and reminded us of the fact which the quietness seemed to contradict, that we were under the same roof with nearly one thousand school children. The spirit of law still lingers around the place, and though a little nation now occupies the halls once filled with lawgivers, good government is there still.

Ascending the stairs to the old Senate chamber now occupied by the high school department, we were courteously received by the aimable Principal, MR. H. OLCOTT, who was busy with a class in Welch's Analysis. The class analyzed a few sentences correctly, and at some signal they arose and passed to their seats in order. At the same moment the classes from the adjoining recitation rooms filed noislessly in and moved to their places. When all were quiet several other classes were named in succession by the Principal, in a low tone, and the members of each class rising simultaneously passed without further command along the aisles in such order as to reach the door in succession, and pass out in files. The discipline of the school was exact without being rigid. All seemed easy and natural, nothing constrained. It was evidently the rule of reason, not of terror, demonstrating again that the rod, however essential as a last resort, is by no means necessary or advisable as the common instrument of government. The Principal informed us that though he has 226 pupils in his own department, and is the only male teacher at present in the building, having the oversight of nearly 1000 pupils, he is rarely compelled to resort to corporal punishment.—Several tardy pupils entered while the class was reciting; those having written excuses came and laid them silently on the teacher's table, and one who was without such excuse quietly took a front seat till the class exercise was finished, when having been noted by the Principal he was permitted to resume his seat.

The self reporting system is used in suppressing whispering, the pupils who have whispered being required to remain seated while the others are dismissed. A certificate is granted at the end of the term, to those who have passed through it all without violating the law against communication.

We could not but observe the neatness of the school room, and of the pupils. On black-boards used only for this purpose, along the rear and sides of the room, were tasteful, colored crayon drawings, giving an air of cheerful beauty to the scene. The pupils were neatly dressed, and

their gentlemanly and lady like deportment well comported with the room.

The Principal himself seemed to feel assured that in such a scene nothing but good order could prevail, for leaving his class in charge of one of its youngest members, with no word of caution to the pupils, he accompanied us to the other departments of the school.

In the first recitation room we found 20 or 30 pupils under the charge of Miss KATE ELLINGWOOD, practicing chirography. Maps drawn upon the black-boards, told that the geography classes had been at work there also.

In the next we found a bevy of mental arithmeticians, under the tuition of Miss SARAH HEATH, a graduate of the school, and now a teacher. Across the hall in her wonted room, we met Miss M. ROCKWELL, the principal female teacher in the school, hearing a class in Watts on the mind. We did not pause in these recitations, long enough to note very distinctly aught but the general bearing of the classes, and the air of respectful attention to their teachers, told more surely of the progress they were making, than a score of brilliant recitations could have done.

Descending next to the old Hall of Representatives, we found there the *middle* department, consisting of 225 sturdy looking boys and girls, under the care of Miss LILLYBRIDGE, who governs them in a way that exhibits something of a contrast with any House of Representatives we ever visited. The pupils in this department complete fractions, begin grammar and geography, and carry forward the reading and spelling begun in the lower departments. The assistant teachers in this department are Miss MARY R. THROOP, and Miss CORNELL.

On the same floor in an adjoiding room is the *intermediate* department comprising about 90 pupils, under the exclusive care of MRS. ROBINSON. A class lining two sides of the room were busy reciting the multiplication table as we entered, and they showed no little expertness in the ready replies which met the rapid miscellaneous questions of the teacher.

In the basement we found the primary schools, the boys under the care of Miss ELLINGWOOD, and the girls under that of Miss F. M TAYLOR, and a large mixed class, under Miss SNOW. These departments had just come into the hands of these teachers and were not yet perfectly arranged. The evident ability of the teachers, gave good promise, that these little ones would be well cared for.

For the Mich. Jour. of Education.

## SIGNIFICATION OF NAMES.

MR. EDITOR :—

From among other scraps upon the general subject of Nomenclature, I send you the following on the origin and signification of various geographical terms, names &c.; hoping that the blanks which appear in this brief sketch, will be supplied either by yourself or correspondents.

Respectfully yours,
W. H. PERRINE.

GEOGRAPHY.—Is a compound term from two greek words, "Gea" or "Ge" (earth) and "Grapha" (a writing—a description.)

HEMISPHERE.—Also from the Greek—"Hemi" half and "sphairo" (sphere.)

EQUATOR.—Derive from the Latin "Aequo" (to make *one* equal *another*—to divide into equal parts.) It is found in the imperative 3d person singular, and signifies "*Let this equal that.*"

EQUINOCTIAL LINE.—When used in its Geographical sense, this "line" is identical with the equator, which is in the same plane with the Equinoctial of the heavens—the term is from "Aequus" (equal) and "nox" (night) and signifies that when the sun is vertical to the Equator the NIGHT EQUAL the days.

The ancients used "Aequidiale" ("aequies"—*equal* and "dies" *day*) as synonymous with equinoctial, preferring "rather to include the night with the day, than the day with the night." (Fest. P. 20

TROPIC.—From the Greek "Trepo" (to turn)—L' "tropicus" Fr. "tropique." In the *apparent* oscillation of the sun in the heavens from north to south, and from south to north, the *turning* point at the north appeared to be in the midst of a group of stars, denominated "*cancer*," (the crab.) The constellation having passed to the eastward along the line of the zodiac—this point of turning is *now* found in the group "Gemini" (the twins) which now occupies the ancient *sign* of cancer.

TROPIC OF CAPRICORN.—This line marks the sun's farthest declination south of the equator, and was named thus from the constellation "capricornus" (the Goat) in the midst of which the sun appeared to pause a while before returning north. This pause—in *astronomy* had been termed a "sol stice," from "sol" (sun) and "sto" (to stand still.) "The sun stands still" over the tropic of cancer on the 22d of June, and over the tropic of capricon, on the 22d of December. Each are 23½ degrees from the equator.

ARCTIC CIRCLE.—From "Arktos" (the great bear—hence *north* or *northern.*) The head of "Ursa Major" the great bear) by its revolutions among the stars describes the circle, 23½ degrees from the pole.

ANTARCTIC CIRCLE.—Composed of the Greek adverb "Anti" (over against, opposite,) and "Arktos" (*northern.*) These lines mark the circuits of the suns rays at certain seasons of the year—when poised

above the equator his beams fall alike upon either pole—when vertical to the tropic of cancer, 23½ degrees north of the equator, its arrows of light are darted beyond the pole to the *farthest rim* of the arctic circle. Meanwhile arround the opposite pole all is darkness—night reigns undisturbed until the sun returning approaches the southern tropic—when this is reached over the *entire* domain encircled by the antarctic will be kindled "the blaze of day."

MERIDIANS.—From the Latin "Medius" (middle) and "dies" (day.)—These are circles passing through the poles and the sun at *mid-day*, dividing the earth into Eastern and Western Hemispheres.

LONGITUDE.—Is derived from L. "Longus," (length) and can be measured from any given meridian, 180 degrees either east or west.

LATITUDE.—From "Latus," (side breadth.) It can extend only 90 degrees from the Equator north or south.

ZONE.—From the Greek "*Zona*," (a belt a girdle.)

TORRID.—Derived from "Torridus" the latin for *dried, scorched.*

TEMPERATE.—From "Temperatus," (a *due* mingling or *tempering* of elements.)

FRIGID.—From "Frigus," (cold.)

CIRCUMFERENCE.—A compound from the Latin "*Circum*," (about, *around*,) and "Fero" (to bear to go to haste,) literally "to haste around."

DIAMETER.—From the Greek "*Dia*" (through) "Metres", (to measure,) "the measure through."

ANTIPODES.—From "Anti," (over, against, opposite,) and "Pous," (foot) plural, "Podes," Anti-podes, "opposite the feet." Our "Anti-podes" are not in China, or Asia, but in the Indian Ocean, as many degrees south of the Equator as we are north of it.

ASIA.—This term is but a slight modification of "Asi" or "Asae," (in the Scandinavian "*Æsir*")—a general appellation given in the mythology of northern Europe, FIRST to the *Deities* that came in with Odin from the East, and afterward to the *country* from which they came. "The country or land of the Asi," "THE HOLY LAND," (Anthon's Class. Dict. p. 214.)

AFRICA.—Derived from the Latin preposition "*A*," (from) and "Frigi" the ancient name of a small Carthaginian district, on the northern coast with which the Romans became *first* acquainted on visiting the country, and which afterward was applied by them to the continent over which they extended their sway, (see Erdkunde, p. 955, 2nd ed.) Some suppose this NORTHERN district to have derived its name from the Latin "Frigus," (cold) but this would imply that the "Frigians" had a knowledge of the Roman *tongue* before the Romans knew of the existence of this Libian tongue.

EUROPE.— As to the origin of this term authorities differ, Bochart derives it from the Phœnecian "Ur-appa" which he makes equivalent to

the Greek "Leukoprosopos," (of a white or fair aspect) and considers it as applying not only to Europa the sister of Cadmus, but also to the coutnent of Europe, from the fairer complexions of its inhabitants.—Anthon finds its significance in the Greek "Europos" (dark,) he supposes the name to have been given by the Asiatics to the region that lay to the west of them, towards the evening (Ereb) sun, or "*quarter of darkness*—"Europos' in this sense occurs both in Euripides and Heschius,—(see Class. Dict. p. 509.) M. Court de Geblin deduces it from the Phœnecian "wrab," (west) as indicating the country lying in that direction with reference to *Asia.*

AMERICA.—Named from Americus Vespucius, a navigator from Florence who stole away the honors due alone to Columbus the discoverer of the Continent.

POLYNESIA.—Derived from the Greek "Polus" (many) and "Nasos" (island) "many islands."

AUSTRALASIA.—From the Latin "Austral" (southern) and "asia" the signification of which has been given above.

OCEANICA.—From "Oceanus" (an immense stream,) which according to the rude ideas of the early navigators, flowed constantly around this terraqueous plain.

ATLANTIC.—Named from "Atlantis" the far famed island supposed to have existed at a very early period in the western sea, and eventually to have been submerged by its waters. Plato who doubtless obtained his information from Egyptian and Phœnecian navigators, says that "in the western ocean over against the Pillars of Hercules, was an island larger than Europe and Africa taken together." Many suppose this to have been America, of which the ancients may have had some traditionary knowledge.

PACIFIC.—"Peaceful." When first navigated, for several months such was the tranquility of the sea that the sailors were induced to believe that it was never visited by storms.

INDIAN.—From the Sanscrit "Sindhu," (the sea,) or from its contiguity to India.

*(to be continued.)*

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DESULTORY STUDY.—A person enamored by the charms of universal knowledge, and flying from the pursuit of one science to another, is like a child gathering shells on the sea-shore. He first loads himself indiscriminately, with as many as he can carry; but when tempted by others of gayer appearance, he throws the former away; thus he continues taking and rejecting, till fatigued and bewildered in his choice, he throws all away and returns home without a single shell. Such is reading and study without some definite objeet.—*Selected.*

# Youths' Department.

## ANECDOTE OF LAYARD THE TRAVELER.

From the reminiscences of Eastern Travel, in an English Magazine, we obtain the following anecdote of Mr. Layard, whose explorations among the ruins of Nineveh have gained him a world wide reputation.

Austin Henry Layard, now member of Parliament for Aylesbury, found himself wandering about, on one occasion, somewhere near Bokhara, in the Upper provinces of India, and here his funds ran short.—He called on a merchant, and requested him to advance him some money.

"Can't do it," was the reply, "as many fellows have imposed on me with fictitious drafts; I've been too often taken in and done for."

"O, well," said Mr. Layard, "as you please; I have mouey at my banker's in London; and I will come and breakfast with you to-morrow."

"Do so,; I shalt be happy to see you at breakfast."

Next morning who should walk into this merchant's room but a Persian gentleman in full Oriental costume, who said "I have come to breakfast with you, as I promised."

"What?" said the merchant, "I don't recollect having seen you before."

"O, yes you have; you saw me yesterday, and I said I should return this morning."

"You're Mr. Layard, are you?" he inquired, considerably astonished.

"Yes."

After breakfast, and when the traveler had told him his plans, and aroused the interest of his host in the discoveries he expected to make among the mounds around Mosul, in the plain of Shinar, where the ruins of ancient Nineveh are supposed to be, the merchant said, "I'll advance your money—five hundred pounds if you like; how much do you want?"

'O, I don't want so much as that; give me five pounds."

"Five pounds?"

"Yes."

So he got the five sovereigns, put them in the sole of his shoe as the safest place while traveling, and, having mounted his horse, he rode away.

On his his journey down to Assyria, he had to pass through the territories of the hostile Khan, who had already taken the lives of several Englishmen, and was now trying to get hold of our traveler, whom he knew to be roaming through his dominions. Mr. Layard knew this, and one day when drawing near his enemies, he waited till the hour of tifin, when they were all in their tents at the forenoon meal, when, putting

spurs to his horse, he dashed into the midst of the hostile encampment, rushed into the chief's tent, and plunged his hand into a bowl of salt, which he immediately put to his mouth, exclaiming, "Now I am safe."

"Well," said the chief, you *are* safe." He admired the boldness and dexterity of the Englishman, but, above all, the faith thus reposed in "the covenant by salt." Having tasted the chief's salt, he had now a claim, not only on his hospitality but on his protection, and he was safely escorted on his way to the scene of his future discoveries.—*Student and Schoolmate.*

## QUESTIONS AND PROBLEMS.

### CHARADE.

Without my first, the lofty ship would be
A lifeless hulk—a log upon the sea;
Without my next, our feet, in frosty weather,
Would not be comfortably shod with leather;
Without my third, the noisy cotton-mill
Would cease to clatter, and its wheels stand still;
But, with my whole, a gallant king of old
Defied more millions than his hundreds told.

*Schoolfellow.*

1. I have a board whose surface contains 49 5-8 square feet; the board is 1 1-2 inches thick, and I wish to make a cubical box of it.—Required the length of one of its equal sides.—*Mass. Teacher,*

2. A carpenter has a plank 1 foot wide, 22 37-72 feet long, and 2 1-2 inches thick; and he wishes to make a box whose width shall be twice its height, and whose length shall be twice its width. Required the contents of the box.—*Ibid.*

3. Given two fixed pulleys whose diameters are respectively 4 inches and 20 inches, and whose centres are 48 inches apart. Required the length of a band which shall pass tightly around the pulleys.—*Ibid.*

4. If the diameter of the smaller pulley be increased to 6 inches, and the centres of the two pulleys remain at the same distance apart as before, what must be the diameter of the larger pulley, in order that the same band may be used as in the first case?—*Ibid.*

### THE SKY IS A DRINKING CUP.

The sky is a drinking cup,
That was overturned of old,
And pours in the eyes of men
Its wine of airy gold.

We drink that wine all day,
Till the last drop is drained up,
And are lighted off to bed
By the jewels in the cup.

*Putnam's Monthly.*

# Editor's Table.

We spread our table this month in the country. The green fields are around us, and wild flowers and wilder birds fill the breeze that comes in at our window, with fragrance and sweet sounds. The trees which through this long winter have been stretching their naked arms towards heaven in silent prayer, are at length getting their answer in sunshine and showers, and unseen hands, as of angels are enrobing them in green.

Let who will have the city, henceforth give us the country. Our heart has been conscious of a quiet joy for all this month, while unmeasured and unwritten poetry has filled our soul as with the music heard in a dream.

The war clouds have rolled from the eastern hemisphere, only to gather more darkly over the western, and now as we write, groups of excited men gather on the corners and talk of the strife in Kansas.—It has come at length to be openly confessed that the slavery question is the great question in American politics. Like Aaron's rod which became a serpent, it has swallowed all the other serpents of the politicians, and like its prototype, heralds, we trust, the exodus of the oppressed race so long held in bondage in this free land.

THE MICHIGAN STATE TEACHERS' ASSOCIATION, will hold its annual meeting at Ypsilanti, beginning Monday, August 18th. The Executive Committee has fixed upon this time to accommodate such teachers of our State as may desire to attend the meeting of the American Association, for the Advancement of Education, which will be held the preceding week in Detroit. Let every teacher of the State who can, attend both of these meetings, but especially the meeting of our own State Association. Preparations are in progress to secure a large and valuable meeting.

TO CORRESPONDENTS.—We hope to have the necessary type next month to publish J. B. Mott's algebraical article. "The influence of school labors upon the teacher," will appear next month.

We often receive articles of real merit, which we are obliged to reject on account of some literary defect. We propose to publish hereafter one or two articles on the subject of composition, with a few hints drawn from experience in writing for the press.

COMPOSITIONS IN SCHOOL.—We are reminded of a neat little book recently published by Robinson & Richardson of Boston, to aid our young friends in this composition business. It consists of a goodly number of blank leaves, with a beautiful, engraved heading, and is supplied with 6 pages of plain rules, which will greatly facilitate the work both of teachers and pupils, in this matter of composition. Were we teaching, we should wish each of our pupils to have one of these books See advertisement.

Wayne Co. Teachers' Association, met at Wayne the 9th and 10th ult. It is reported to have been a pleasant and spirited meeting. The following excellent resolutions amongst others passed on the occasion will indicate the general scope of the discussions:

*Resolved*, That that person is the best teacher of reading, who with a correct style, has the most varied fund of general knowledge, and the happiest faculty of rendering it interesting to his pupils.

*Resolved*, That we believe it to be the duty, and would therefore earnestly solicit the State Legislature to place Webster's Unabridged Dictionary in every public school in the State, at the public expense; knowing that it would have a powerful influence toward securing a more definite knowledge of our language, and that uniformity in orthography and pronunciation, so exceedingly desirable.

*Resolved*, That to provide instruction, is a duty we owe, not as parents simply, but as citizens; not to *our* children only, but to all who need it; and therefore, that the high behests both of duty and expediency, require that our primary schools be made free to all the children of the land; and that where parents or guardians fail in securing the attendance of those under their charge at a suitable place of instruction, it be enforced by the proper authorities of the vicinity.

*Resolved*, That the friends of education should persevere in their exertions until the best means are brought to the doors of all; and every child of suitable age is well educated.

*Resolved*, That honesty of purpose, integrity of life, purity of language, and kindness of demeanor, are indispensable requisites in teachers.

*Resolved*, That the successful teacher must be the reflection of what the pupil should become.

*Resolved*, That the elements of vocal music should be taught in all our primary schools.

*Resolved*, That in our opinion, the moral sentiments of pupils, properly appealed to, constitute the most appropriate means of securing order in our schools; and the certainty of detection, furnishes the best safe guard against disorder.

After appointing committees to report on a variety of topics, the Association adjourned to meet at Belleville, the first Thursday and Friday of October next. Why not hold a regular teachers' institute for the county at that time and take a week for it? County institutes must come; let them begin.

At Home.—Washtenaw Co., the seat of the State University, and the State Normal School, has now no living Educational Society.—When shall we meet to organize? We propose a gathering the Fourth of July. Let us hear from schools and teachers. Cannot the common schools of the County, gather on that day and give us a scholars' celebration of our national birth-day?

The Bound volumes of the Journal, for the township Libraries, are at last ready, and will be sent as soon as practicable, to the County Clerks, for distribution. Township Clerks will please take notice.

TO OUR FRIENDS.—We are incited by similar efforts now being made in other States, to remind the friends of the Journal, (and we have a host of them,) that the subscription list needs enlarging. Progress is our motto. Now is a good time to take new subscriptions, which may begin either with the January, (we can supply back numbers,) or the July numbers. Will not every real friend of popular education in our State make at least one effort in behalf of the Journal of Education?

Our short comings both last month and the present, are chargeable to the labors attending our removal. Henceforth we hope to be in better time, and to avoid typographical errors. We shall attempt also to secure an advance in the character of the whole publication. New brooms sweep clean.

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# Literary Notices.

THE TEACHERS' MISCELLANY, a selection of articles from the proceedings of the college of professional teachers. By Profs. J. L. Campbell and A. M. Headley.—Published by Moore, Wilstach, Keys & Co. Cincinnati.

A fine volume of 442 pages, 12 mo. with the above title has reached us. It consists of elaborate essays on miscellaneous topics connected with education, from the pens of some of the most distinguished men in the country. Amongst other well known names we notice those of Hon. Judge McLean, S. W. Lynd, D. D., Prof. Stowe, &c. The essays embrace a great variety of topics, covering nearly the whole field of education. We scarcely need vouch for the real sterling value of this volume.

ELEMENTARY MORAL LESSONS, for Schools and Families, by M. F. Cowdrey. H. Cowperthwait & Co., Philadelphia.

This is a little book of great interest and value. The question has often been asked by teachers, How can I teach my pupils morals. Mr. Cowdrey has answered this question in a practical way. He has gathered together a large number of brief narratives and anecdotes finely illustrating some moral lesson and to each he has annexed a few pertinent questions which bring that lesson clearly before the mind. The book is one of rare interest for little folks and is well worthy a place in every family library as well as on every teacher's table.

BARNARD'S AMERICAN JOURNAL OF EDUCATION. Published monthly, at Hartford, Conn. Terms $3 a year.

The publication of this Journal is a subject of real gratulation to every friend of Popular Education. Its pages abound in the most valuable and profound views.—The May number forms a large volume, illustrated with portraits of distingnished educators, and filled with elaborate articles from some of the ablest pens in the land

AT HOME AND ABROAD, or Things and Thoughts in America and Europe. By Margaret Fuller Ossoli. Crosby, Nichols & Co., Boston.

Under the above title we have a republication of Margaret Fuller's, "Summer on the Lakes," and "European Correspondence," together with some other letters, and some accounts of the Shipwreck of the Elizabeth, by which this talented woman, together with her husband, Marquis Ossoli, and their child lost their lives. Margaret Fuller's thoughts were no ordinary thonghts, and therefore while they often startle, and perhaps, sometimes offend, they never fail to interest and instruct. She was for a time employed to conduct the department of criticism &c in the N. Y. Tribune, and was also associated with Ralph Waldo Emerson, in editing a magazine. The volume before us will furnish an acceptable specimen of her style, and a fit monument of her genius.

For sale at JOHN A. KERR'S, Detroit.

A QUESTION BOOK ON THE LIVES OF THE PATRIARCHS. By John Todd, D. D. Hopkins, Bridgman & Co., Northampton, Mass.

This question book was prepared by Dr. Todd, for his own Sabbath School, and was used, he says, with success therein. It will prove welcome, doubtless, to many other Sabbath schools.

It will be found at JOHN A. KERR'S, Jeff. Ave., Detroit.

KAME'S ELEMENTS OF CRITICISM, revised &c., by J. R. Boyd. A. S. Barnes & Co. N. Y.

This is a new edition of a work which has held its place as a text book nealy 100 years, it having been first published in 1761, and the student will look in vain for a closer or clearer analysis of the emotions and passions, and their mysterious relation to language. Kames will always remain a favorite with deep thinkers and earnest students.

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## Items.

JOHN A. KERR has succeeded KERR, MORLEY & Co., in the book-selling and Publishing business, Jefferson Avenue, Detroit. This is the most extensive establishment in the State. Its sales amount to many thousands monthly.

RAYMOND has taken into partnership, Mr. SELLECK, late of the firm of Morse & Selleck. Their store is the depository of the Tract, Bible and Sunday school publications.

THE American Association for the Advancement of Education, hold their next annual meeting in Detroit, the 2nd Tuesday in August. Dr. Tappan is President.

THE Commencement in the several Colleges and Schools mentioned below, occur as follows :

Michigan University, June 25th.
Kalamazoo College June———
Normal School, July 17th, (Evening.)
The examinations will be held the 15th, 16th, and 17th, of July.
Albion Female College, July 9th.

LIEUT. W. P. TROWBRIDGE of the U. S. N., has been elected Professor of Mathematics, in the University of Michigan.

IT WILL be seen by reference to our advertiseing pages, that BAYARD TAYLOR, the traveler, is about to issue a new book. It will doubtless be a work of great value, and we shall look for its appearance with no little interes. It is published by MOORE, WILSTACH, KEYS & Co., Cin., O.

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# THE MICHIGAN JOURNAL OF EDUCATION.

PUBLISHED MONTHLY at Ann Arbor. **Terms $1 a Year, always in Advance.** Five copies will be sent for $4. Address J. M. GREGORY, Ann Arbor.

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We offer the following really valuable premiums, to reward efforts to extend the circulation.

For twenty new names and $20 we will give a copy of WEBSTER'S great unabridged QUARTO DICTIONARY. This is a fine opportunity for schools to get this splendid work. Any teacher might get it for himself or his school with a little effort.

For four new names and $4 we will give either Page's Theory and Practice of Teaching, Northend's Parent and Teacher, or Mayhew on Popular Education. These excellent works should be in the possession of every teacher and every family. We hope to circulate many copies of these books.

MICHIGAN JOURNAL OF EDUCATION,
AND TEACHERS' MAGAZINE.

VOL. III. JULY. NO. VII.

# "INFLUENCE OF SCHOOL LABORS UPON THE HEALTH AND CHARACTER OF THE TEACHER."

Prepared for a meeting of the Adrian Teachers' Association, April, 1856.

It would be so easy, and withal so pleasant, to picture an ideal teacher, in an ideal school; doing a fancied work, with fancied results, both subjective and objective—that I find it particularly difficult to yield my pen to the guidance of mere reason and observation in treating of the subject now before us.

We all have such a mental specimen of perfection in our "cabinet of thought." We have all dwelt, for moments, at least, in this etherial, upper region of dreams and visions. And it may be that we have seen even more substantial evidence of what is too often found but in this land of shadows.

For are there not noble men, noble women, who have taken their places "fast by" the Hill of Science, and who are there spending their lives, not vainly, in aiding the faltering feet of those, who else had been stayed forever at its base?

We know there *have* been such; that there *are* such, and we firmly trust that many more will yet arise to take the places, and receive the "mantle" of the departed and the departing. But to-day we must deal with the "genus"—not the "species"—and more than all with no "individual" of a species or a class. We must look abroad into the ten thousand schoolrooms of our land, and ask and answer the question,—"What do *they* tell us of the master spirits of their little worlds of action and effect?" "How do we find the teacher *there*,—physically, mentally and morally?" "Physically?" Alas! that we should so often hear the words—"Careworn as a teacher,"—"Worn out with teaching,"—"Sick and disheartened from school." For we cannot deny that these and kindred expressions are not only as familiar as "household words," almost, with the multitude, but that they are moreover *too true*—at least too *often* true.

We need but look about us to see the lines of thought and care upon faces where *years* had not yet left one shadowy trace; and many an observing physiognomist has asserted, and well nigh proved, that Teachers do thus bear the impress of their labors, so unmistakably written upon their very brows, that it may be "seen and read of all men."

And may we not appeal to our *own consciousness* also, in attestation of the same truth? Do not those of us who have passed many years in the school room *feel* that they are losing the vigorous physical powers with which they entered upon those labors?

And now the question arises,—"What changes the Teacher thus?"—"Is it the *kind*, or merely the *amount* of his labor that causes his nerves to grow unnaturally sensitive, and his material frame to waste away?"

My own opinion inclines very strongly to the latter theory. I do not believe that the shadow of decay and wasting, broods more constantly, or more hauntingly over the schoolroom, than over other places, where, either from necessity or inclination, the occupant's every power must be called into unceasing, vigorous action. I grant, indeed, that very few other positions more imperatively *demand* such an outlay of strength than does the Teacher's post. And especially is this true in large schools like our own. I am inclined to think that *we*, individually teach too much every *day*, and certainly we teach far too much every *year*.—You ask how we can avoid it, and I cannot answer, except it be by the reply, it *cannot* be avoided.

We enter the schoolroom at the commencement of the same "year," and there meet the welcome greeting of some fifty, sixty, perchance seventy young seekers for the good that flows, so directly to some, so mysteriously to other's mental perceptions from the daily gatherings together there.

We look about us; and if we were but *strangers* as we passed the threshold, we feel that that spiritual affinity whose lines of communicatio extend so surely and directly from eye to eye, from eye to heart, has already linked our love to *many* of the fair young beings clustered there.

Philosophers tell us that there are periods of life when "long years are curdled into one hour,"—when we live so much in a *moment*, and to me, these "first hours" of school are ever crowded thick with hopes and purposes and resolves. And *then* and *there* we strike the key note of our after labor-song of love and duty. What Teacher has not felt thus? Who has not seen, as in a sudden uplifting of his mortal sense, a vision of the "land of the Hereafter," and who, oh! who has not *felt* at just such hours, the deep and almost fearful responsibility of his position as the central moving power in that little sphere of living breathing, growing life, from whence that same after state was so soon to take its hue and shape?

Had the earth produced such an anomaly as a man without a heart, I should have no fears that he would grow pale and wan and "nervous" if you please, even in the Teacher's path. But an earnest, active, working teacher *must* wear out. I mean if he spends ten months of the twelve, in such a schoolroom as I have represented.

Again I say, we work too much, too constantly, *not* too hard, or too earnestly while within the schoolroom—for *that* I deem an impossibility. I would have the Teacher tax every needed power to the utmost. I would *scorn* the man, who, for the sake of mere ignoble ease, should fail to enlist his *whole soul* in the glorious work.

But is it not too much to do this year after year, allowing one's self only the scanty vacations which our "School Boards" have judged sufficient for the resting of the various machinery of our Union Schools.

This is neither the time or place to discuss that other question of the expediency of detaining *pupils* this or that length of time per day or per year.

* * * * * * * *

There are cares and annoyances that come to every Teacher's lot.—This end must be accomplished—that danger avoided—this scholar stimulated or retarded, and that parent's prejudice or ignorance, or misapprehension removed—this labyrinth of doubt or perplexity made straight and smooth to the unwilling feet of the little wanderer there—and light must be poured into that darkened soul or intellect—false habits must be *re*formed—false teachings *un*learned—out of evil good must be made to spring—out of darkness light must shine; and *light will shine*; oh! earnest, untiring, faithful teacher; doubt it not; most heavenly light; even though thine eye grows dim, and thy spirit *is* sometimes sad. But all these, and manifold other necessities cannot be met without thought, careful, and often painful thought.

Some one has said "'tis active thinking that corrodes our clay," and is not this the secret of the Teacher's pallid cheek, and wasting powers? I know there are those who claim that for them the schoolroom always brings fresh strength.

You will all recall the words of Mrs. C—— at Coldwater, and it has been my lot to meet with two or three similar cases; only two or three; enough to form a very rarely occurring exception to the very general rule that physically, *Teachers' must suffer.*

And now we come to the other and far more difficult, because far less palpable division of my theme. The Teacher's *character*, mental and moral, as affected by his schoolroom labors. And here I would gladly allow some one outside the charmed circle which I tread, to complete the picture.

Would you *ask* the *sculptor*, whose hands were lingering even yet, upon the plastic clay, or the more enduring stone, to tell you if the materil al beauty there, the shadow and the after-type of his earlier "angevision," moulded not his inner, spiritual self into a symmetrical, harmonious beautiful consistency with the outward workings of his hands?

Or would you ask the *poet* dreamer, overflowing with the rich treasures of his genius, if *these* had no power to shape *his* self and soul, into forms as bright and beautiful as theirs? Or him whose tuneful voice might waken the rich melody of a Mozart, or a Beethoven, if his heart were not attuned to the same sweet concord, or his life made pure and holy, by the ever welling fountain of sweetness there?

"*No!*" I hear you answer "*no*" you would not trust to *them* the decision of these or kindred questions. But you would seek other counsel. You would go forth into the living breathing world about their way, and there you would gather truer, better judgment. There you would

read the records of their lives and characters, written not in empty *words*, and there you would exclaim with our own poet:

"*Deeds* are better things than words are,
Actions mightier than boasting."

* * * * * * *

And ought the sculptor, not of mortal clay alone, but of immortal mind—the poet-dreamer, as he must be, who looks with the true teacher's eye, upon the "delicious beauty," and the God-like innocence and loveliness of children's faces and children's hearts—the sweet singer, whose melody or discord of daily acts and words shall waken such an overwhelming response from children's lives—ought *these*, I ask, to be less the enthusiasts—more the unprejudiced calm holders of the scales wherein character is estimated and measured? And will you give more heed to *these* judgments of self and of companions than to those?

But enough—and too much—I would indeed, with the Highland singer that

"Some power the giftie'd gie *us*,
To see ourselves as ithers see us,"

even though we might thereby be freed from somewhat of our self complacency and contentment.

* * * * * * *

But to our subject. And hear I am at a loss how to prooceed. I am *unwilling* to grant that *all* teachers bear any possible degree of consanguinity of character or life, to *some* who bear the *name*. And on the other hand, I am equally *unable* to claim for *all* our co-workers, the same exaltation of soul or character which others exhibit so beautifully.

Some one has said, and very justly too, as it seems to me, that from constant contact with weaker, or at least less cultivated minds than his own, the teacher was very apt either to magnify his own powers, by assuming too low a standard by which to take his own mental gauge; or to sink almost unconsciously to nearly their level; and thus by the simple operation of a great universal law of our "triune" nature to weaken his mental powers by *disuse*.

And in the teacher who enters the schoolroom satisfied with his own scholastic attainments; deeming *his* education finished, this result would follow from just this cause. And the longer he remains within the four walls of the schoolroom, the more imbecile he will become, and the more contracted will be his vision of the uprising mountain of knowledge about him. He may indeed *imagine* that he *sees*, if not *stands upon* its very summit; but the blind belief only proves how dense is the thick darkness about him; hiding from him every loftier object, though seeming to his ken, the upper concave of the sky.

* * * * * * *

But to that other teacher, whose yearning soul longs to hold commune with the very spirit of knowledge, and grasps so eagerly at every thought or word, which shall aid his own powers to make some new attainment; the schoolroom must be a place of growth of progression; of constant and rapid increase of mental strength, and no less of ever new and rich accumulations of intellectual treasure. If such a man, ev-

looking onward and upward *does* see "new Alps on Alps arise" above him, and himself as a mere pigmy at their base, the very vision will invite him to new efforts and fresh exertions to go forward. Is this a *fancy sketch?* I trow not. Are there not *some* just such teachers; large-minded; liberal-souled, active-handed teachers, who daily gain strength in the true geometrical ratio which this kind of effort *guarantees* to the working mind. With them, every day brings some new thought or suggestion; or reveals some new difficulty to be mastered, or dark place to be exposed.

Every recitation affords food for previous and for after study; not necessarily from any text book of course, but none the less genuine students' work. Every new pupil entrusted to their charge, becomes a new development of the image of the unseen; a *living* study, with a new page just laid open to their view. Are not these men the true teachers? And is not this the only perfect type of the genus?

Between the two extremes I have given, are the numberless gradations of intellectual effect, each shading into the former and the following, so naturally and imperceptibly that it would be difficult to tell where the precise limits of any division should be placed.

Again they tell us that teachers become so accustomed to insist that their commands be obeyed, and their directions followed, that they grow harsh, arbitrary, overbearing; and here, I must confess to a leaning to the same opinion. I think we have all *felt* the *tendency* in this direction. Am I not right?

Again we are accused of being bigoted, opinionated, &c., &c. And I sometimes think that though in one, one noble sense, the teacher's work is boundless, yet that in another, it *is* limited and narrow, and thus calculated to produce prejudices and one sided views of things.

There is another charge so often preferred, that I cannot omit it entirely, though it is so closely related to a point upon which I have already said too much. It is that teachers become irritable, and unreasonable in their demands. I attribute this almost wholly, if not entirely to *physical* causes, and therefore will not return to that theme.

* * * * * * *

There is another department of my theme, which my waning time admonishes me not to enter, and yet which I cannot omit entirely. It is the effect of teaching upon the *moral* and *emotional* nature. And in neither of these can any teacher remain stationary. From his very circumstances in the schoolroom, he must become either more and more conscious and scrupulous in the performance of every duty, and more kind and generous and sympathetic at least; or more remiss and careless in the discharge of his obligations to those about him, and more selfish and unfeeling and cold. Even in the unconscious teachings of our daily acts and words, we are forming *some* image more definitely within ourselves. It is a reflection of the pure essence of the angelic host? Or grows it daily darker and more earthly.

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"We live in deeds, not years; in thoughts, not breath;
In feelings, not in figures on the dial.
We should count life by heart-throbs; he most lives,
Who thinks most, feels the noblest, acts the best."

For the Journal of Education.

## EDUCATION AND FREE INSTITUTIONS.

It it assumed by many that the problem of man's capacity and willingness to govern himself, has been fully and satisfactorily solved by our national experience of fore-score years. Hereafter all such as rule by the "grace of God" rather than the voice of a free people, are advised to look at the example the of United States of North America and silently hang, in very shame, their diminished heads. It is not my purpose either to offer reasons in support of this assumption, or to attempt to refute it. Our nation has, in general, an honorable past and, in many respects, a hopeful future, whatever may be the turmoil and disquiet of the present. Our by-gone history has its lights and shades, its lessons and its warnings,—and were we to perish to-day our existence, we might hope, would not not have been in vain.

But while I am no croaker, 'no prophet of evil,' seen or unseen, at the doors or in the distance, I am not only ready to concede, for arguments sake, that the 'problem' is still unsolved, but am constrained to acknowledge that the convictions of my judgment incline in that direction. Other forms of government reckon their duration by centuries pointing back into the dim shadows of receding ages for the time of their birth, while we, at best, can only count by decades or scores when we number the years of our national life.

It is well understood, moreover, that severe external pressure holds together and gives firmness, strength, and power of resistence to the most discordant, incongruous, and even self-repellent materials. Only when this constraining force is removed, and the composed objects are allowed to assume their material position and follow the laws of their independent being, can their real value or efficiency be thoroughly tested.

It will not be denied that external, foreign tyrany, laying its heavy and oppressive hand upon objects common and dear alike to all, rather than any innate principle of affinity or attraction, bound the colonies together before, and held them during the Revolutionary period. It will be generally admitted, I presume, that the same cause operated, with but slightly diminished intensity, and aided by the personal influence of a few large-hearted men, during the continuance of the Confederation, and united the adoption of our present Constitution. Gradually, and within the last five-and-twenty years, this outward force has ceased to make itself sensibly felt, and to-day does not exist at all. It does not

come within the scope of this article to review the events of the last ten years to learn whether or not the bonds of our Union are growing stronger, and the skies of our future brighter. Such an examination would lead us too near the boundaries of the disputed territory of partisan warfare, and we turn back. I will only return to suggest, with becoming modesty, that however much has been accomplished in the past, and how brilliant soever may seem the prospects of the coming years, we are not in a condition to fold our arms and feed on the recollections of other days. There is work to be done. There is need of earnest hearts and strong hands. Our national life is not insured beyond the reach of harm or risk of accident. The true, real struggle for Republican Institutions, and Democratic freedom has no more than fairly commenced. When we can count up the long centuries of our Republicanism, we can hope for rest, but not yet.

Every rank, condition, and class of society, finds ample room for exertion in this common field of truly patriotic labor. The highest cannot be excused, and the lowest cannot afford to remain idle. America has a right to expect every man to his duty.'

Among the means to which we look to gain support and promanency to our Institutions, none are supposed to promise more than Education. If the mass of our children can be instructed in the common school, and a part of our sons and daughters in the College and University, it is generally believed that the foundations laid by our Fathers in toil and cemented in blood, can never be removed. Educate, educate, diffuse intelligence, teach the people, we hear in rounded periods and inflated words from almost every rostrum and stump. Something of truth there is, but more of fallacy in the reasonings and exhortations which come forth from honest men, and from demagogues, from the pulpit and the bar, the senate and the saloon, upon the subject. The long-used adage that, 'Knowledge is power," is repeated coupled with the most delusive and unwarrantable assumption, that it is necessarily a power for good, and which either cannot or will not be wrested from its legitimate purpose, and used for an unholy end. The history of the world is ignored, practically, and the pleasant dream is indulged that an instructed people cannot be tools of tyrants, or instruments of their own ruin. The school house, the school book, and the school master, therefore, constitute the three-pillard, tripod-formed foundation on which our institution may safely rest, with little or no regard to the character or soundness of any one of the trio. I yield to no one in re-

pect for my own chosen profession, or for the body of our teachers. I ave as profound reverence for knowledge and the power it exerts, I resume, as the mass of my fellows, but the truth cannot be, and if it ould, ought not to be concealed that knowledge is a power, just as ready nd efficient for evil as for good; that it can be used for the worst as ell as for the best of purposes. Like a blind Sampson, it can be made o grind in the prison-house of despotism, as well as in the free sunlight f democracy. It can wrench away the columnes and pull down the tem- le of Liberty, as well as the Bastile of oppression. It can invent astruments of subjection devastation, as well as of defense and im- rovement. It can arm despots as well as freemen. It can give trength and permanency to empires not less than to republics. It can ive influence to Napoleons as well as to Washingtons. Mere knowl- dge, regardless of its character and of the moral principles of its pos- essions, is no surer safeguard for freedom than muskets and cannon, re- ardless of the hands in which they are placed. Both are of value hen rightly employed; both alike destructive when aimed in the rong direction. A locomotive is not more powerful for good than terri- le for evil. It is safe and serviceable or unsafe, and unserviceable ccording to the character of the head and hands which direct it.— Knowledge, free from the restraints of moral principle, is often much ike an engine moving in the wrong direction, or at the wrong time, at ull speed on a track crowded with men and merchandize. The greater he power, the greater the ruin; the more perfect the workmanship, the onger its course and the wider its influence. Intelligence, therefore, and education as a means of creating and diffusing this, yield support to Free Institutions, only when they are themselves controlled and direc- ted by a higher power, and are thoroughly republican in character.— For, however much the fact may have escaped the causal observer, or, the superficial thinker, it is very evident that courses of instruction, series of books, and corps of teachers may all be permitted by the spirit, and partake of the essential nature of despotism, monarchy, arristocracy or democracy. The school system, in many of its parts, may be the same under any and every form of government, but the vivifying spirit must be different in each, and the principles taught must differ as much as the purpose for which they are inculcated, So far as the facts of some of the common sciences are concerned, the same text book and teacher may be employed under a despotism and a democracy; but all those works which are designed to call into activity the mental powers

to excite and give turn to thought, in a word, to fashion both the interior and external man, must be of a character widely diverse. The moral philosophies and reading books of an Austrian and American school cannot safely be filled with the same reasonings, descriptions, essays, or speeches. Somewhere, directly or indirectly, openly or secretly, but at any rate, clearly and thoroughly, the Divine Right of kings must be taught where hereditary monarchy, either in its harsher or milder forms, limited or unlimited, exists. The law of self-preservation, the highest law of human governments, demands this. On the other hand; under a free and elective government, the rights of the people, the duties of citizens, and the limited authority of public officers and their responsibility to their masters must, in one way or an other, be impressed upon and infused into the very soul of those who are interested. In this manner only can the growing citizens of our state be fitted, wisely and safely, to assume the positions and fulfil the responsibilities upon which they are ready, quite too hastily often, to enter.—When our schools shall, somewhat more distinctly and fully, teach the principles which lie at the foundation of our whole system they will constitute a much stronger bulwark of regulated liberty than at present. It is taken for granted, I believe, that the sons and daughters of a republic will grow up naturally, and with little or no instruction, into a correct knowledge of the fundamental principles of true democracy. It is not easy to discover any good ground for such an assumption, and not only is it false but absolutely dangerous. How many of our nascent citizens, even after leaving the school room or the college, and when entering upon the active discharge of civil duties, can tell what are their natural, and what their constitutional rights? what are inalienable and reserved, and what are transferable and surrendered by the individual for the general good? They are left to learn these things from the empty and sounding declamation of political conventions and stump orators. How correctly they are taught, the state of our country to-day may declare.

What I wish to impress is, that the schools of a republic should and must teach the principles upon which our form of government rests, and upon the understanding and application of which its stability depends. Only when this is done can it consistently be claimed that our intelligence insures the perpetuity of our free Institutions.

In a future paper, if circumstances permit, a few of the most important elements of a republican education will be noticed.

Mr. Editor.—The following bit of Poetry was sent to me some weeks ago, and if it will afford any reader of your Journal any happiness, I doubt not but it will afford the author the same.

## SUNRISE.

TO MISS A. C. H. FROM HER SISTER MRS. L. O. H.

Slowly up, the orb of day,
Scattering blessings on the way,
Comes to shine upon the poor,
On the well and evil doer.

All alike the blessings share,
Hindoo devotee at prayer,
Christian in his home of love,
Atheist scorning all above.

Jesuit chanting Greek at mass,
Priest deluded "lower class;"
Moslem at the cresent shrine,
For the whole the sun doth shine.

Princess in their palace fair,
Beggar boy with uncombed hair,
Saint and sinner all the same
Share the sunshine and the rain.

Hill and dell, and forest tree,
River, lake, and boundless sea,
Crowded mart, prairie fair,
All alike the blessings share.

Summer stream and winter snow,
In the sunbeam's sparkle glow,
Beast, and bird, and humble flower,
Join to praise the morning hour.

Let us learn from rising sun,
Christian race with joy to run.
Scatter blessings in the way,
As we labor day by day.

Labor for the worthy poor,
Mercy show to evil doer,
Old, and young, and middle aged,
Peasant, yeoman, child or sage.

Mendicant with stooping form,
Crasy head thou shouldst not scorn,
For the sunshine and the rain
Fall on all mankind the same.

Lo, the God who reigns above,
On his throne enshrined in love,
Looks upon thee all the while;
Work of love will meet his smile.

Falls the sparrow to the ground,
Quick his ear discerns the sound,
Bread upon the water cast,
Shall be gathered up at last.

Never effort made for good,
But his promise sure has stood;
Thy reward a welcome come,
Share with me the heavenly home.

Toiler sad with downcast eyes,
Hope for thee will soon arise,
Sun of righteousness who brings
Even healing in his wings,

GANGES, Feb. 19, 1856.

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## BEM'S METHOD OF HISTORY.

### AN APPEAL TO TEACHERS AND BOARDS OF EDUCATION.

BY MISS E. P. PEABODY, PERTH AMBOY, N. J.

For general discipline of the mind, and generous cultivation, and for giving impulse to general intelligence, and stimulus to effective action, History is the most important of studies. None is more generally interesting; for to know of the action, motives, character of those around us, is an instinct, giving birth to the weakness of *gossip* everywhere, except where the thoughts are employed upon the character, action, and principles of human well-being, under different circumstances of place and time, *to the end of acting among them effectively*, and upon a large scale. Nor is any study so moral in its effect. A suggestive writer has said, that on the page of history we "may study our own weaknesses and errors without personal pique." We certainly can there study the general issues of character, with vastly less of the personal prejudice and passion that blind us in our study of those immediately about us.

Still more; in history we can compare the activity of men with the action of Divine Providence. Men are "free to play fantastic tricks before high heaven" that will give character and direction to the destinies of nations for long periods, and this precisely in proportion to their

nergy, whatever may be their moral sense. But the eternal Laws of God round all these things in at last, and mark national falsehood and olly with catastrophes which are no accidents, but the sentences of Divine judgment. For though no man's lifetime is long enough to read the judgment of God upon the doings of his cotemporaries, especially when they act in a national capacity, yet to the historic eye the everlasting books of judgment are laid open, and whoever has eyes to read, can read the verdict in the catastrophes which these doings bring about in successive generations.

* * * * * *

Every nation's history illustrates particular casts of human character, and affords special experiments in political action; but, taken by itself, leads to one-sidedness of view, and strong prejudices. At school *the general programme of universal history* should be put into the mind of every pupil, and if it is not, he will not read wisely, symmetrically, and to edification afterward. And how should this programme be made?—Not by human will and wisdom, disposing events under their own narrow lights, as every historian must necessarily do; but as they are disposed in time by God himself. The time of an event is the most significant of its circumstances. The chronological relation is God's disposition of events, every one of which is a *word* proceeding out of his mouth. Let us read *these words* as they lie in Time, giving significance to each other.

This hint to the true method of studying history, deserves a marked attention. It is certainly true, "and pity 'tis—'tis true," that history has not been generally written with reference to discriminating the divine from the human activity, and hardly with a consciousness of the former in the mind of the historians, if we except the case of the Hebrew prophets. But to study history, primarily, on Bem's Chart of Chronology—which gives the outlines to the eye without human commentary, and without overlaying them with the mass of details that make it hard for the mind to leap from cause to effect, across intervals in which human individualities have time to expend themselves and suffer the reactions which reveal the Divine rather than the human will—makes it possible for the student to supply, from his own mind and conscience, that which only the prophet-historian gives, namely, the light of God's truth wherein to view events in their relations to spiritual welfare. The difficulty has hitherto been, to get before the mind the history which is to be understood. There has not been an effective way of making this great acquisition, which is preliminary to gaining the wisdom contained in it. There is such a mass of facts, when we turn our mines into the Past, that the first feeling of the student is a sort of despair. The only reason why history is not a study as universal, and considered as indispensable in common schools as geography, is because there has not been any instrument to help the memory, equivalent to the school-atlas. But Bem's Charts of Chronology profess to be just this effective instrument.

When, fifty years ago, Geography was studied only in verbal descriptions of the boundaries of nations, of the course of rivers, and situations of towns, without an atlas presenting these at once in all their re

lations to the eye, it was a study confined to the upper classes in schools, and youth generally entered into life with the vaguest ideas of the topography of the earth. The majority of students never would take the pains to construct a map in their imagination, by the help of the printed words that they learned to repeat; and those few, who, by necessity, thought on pictures, were liable to misstate and place the nations in very different relations from the real ones, and this would be a life-long impression in their case. I have heard old people relate amusing facts proving this last observation. I remember the time when the school-atlas was first introduced, and how our fathers and mothers were entertained by looking at our maps. And I recollect how one cultivated woman, very well read in history, exclaimed in surprise at the map of Europe, because she had always carried in her imagination the picture of it with Spain between France and England, and this—notwithstanding her hearing so frequently of the Straits of Dover! And again I remember a whole company of gentlemen and ladies, among whom was Judge Story and John Pickering, who guessed that Madagascar was in west longitude. The school-atlas now gives to every boy and girl of twelve years old, in one season, more correct ideas of the topography of the globe, than the most cultivated used to acquire in a lifetime.

For all these reasons it was, that in 1849, some of the most distinguished members of the Board of Education in Massachusetts (including the learned Secretary, now President of Brown University in Rhode Island) suggested to an experienced teacher of History in Boston, to arrange for American schools, but primarily for the State Normal School of West-Newton, then under the charge of Rev. Eben R. Stearns, General Bem's Charts; which had had such success in France, that they had been, after ample experiment of their efficiency, furnished by order of the Government, into "*toutes les ecoles premieres et les college royaux.*"

By help of this method, all practical difficulty is removed from the study of history. Those outlines and general views which were so inappreciable by the memory, when they were hidden in words, are daguerreotyped on it, with scarcely perceptible effort, when the dates are copied by the student himself, in a symmetrical picture, brilliant with colors, each one of which discriminates the career of a nation in time, so far as there is extant chronological data for it.

It is the ingenious representation of *the time*, in a block so divided and subdivided that any year of the 2,500 in the ancient chart, or of the 1850 of the modern chart, can be discriminated at once, at the locality of its representation, by the glance of the eye, whether intuitive or reminiscent which solves the most difficult problem of education; because it brings the outlines of the story of humanity into the mind of youth through the sensuous fancy, at that age when impressions are indelible. Children who make this chart, as they first study history, will never know there was any difficulty in remembering dates, or seeing ends from their beginnings in the doings of nations. And the grown up, who will condescend to make it, as some old men of more than 50 years have done, will be able to rectify a hundred preconceptions, and put all their knowledge into order.

The proposition that History itself is a new Science, may startle some readers. But it is true. It only Peoples, free Peoples, that write history. The sacerdotal governments of antiquity strove rather to conceal the Past, with its revelations, from the darkened multitudes that they governed, than to instruct them in it. And how should historic genius be stimulated, under despotic monarchs? It is true that modern diplomacy in Europe has made venal historians. Nothing is less reliable than most histories of modern Europe. Only the Hebrews have a history, written out by cotemporaries, previous to the fifth century before Christ. The whole career of Ancient India, China, Babylon, Nineveh, Egypt, Ethiopia, Media, and Lydia has left no cotemporary historian. Their whole history is to be divined from monuments.—For those ages we have no book but the Bible, whose last historian (Nehemiah) is cotemporary with Herodotus; for the Hebrews only, even when they had a king were free, Religion being with them a love of a spiritual character: "Where the spirit of the Lord is there is Liberty,"—and only there! There are fifteen hundred years of Greek tradition before the period when Herodotus wrote, and even then there is less than two hundred years of first-rate Grecian history. There is so much, however, because the Greeks, if they did not know the one Infinite Spirit, whom the Hebrews worshiped as Jehovah, at least believed in Divinities who were not stocks and stones, but had, to their imaginations, personal existence, and superhuman forms and attributes: and they worship according to their private judgment.

But after Alexander's death, historic genius languished, for there was nothing to feed it on, in that which constituted the history of the Macedonian, Græco-Syrian, and Græco-Egyptian kingdoms, which stretched their stormy career from that event, till Rome conquered them all, in the last 150 years before Christ. There were no Commonwealths all this time, but only individuals struggling in life-and-death battles for supremacy over each other, and power to make the nations, they ought to have tried to bless, tools of their personal caprice and ambition.—Rome, which began to grow into a Republican form, as Greece began to decline, was still but a Conquering Despotism; and Livy's attempts, in the century before Christ, to write a history of the seven centuries previous to himself, has given a great work of literary art to the world, rather than a history of Rome. His object was not to tell the simple facts, like the Bible historians, or even like Herodotus, Thucydides and Xenophon, "extenuating nothing, and setting down naught in malice," but to glorify the city of Rome as a god, in order to wake up, if he could, the old spirit of patriotic self-devotion. This he says himself.

We must come down to the most modern times for the best extant history of Rome. It is Dr. Thomas Arnold's, a work that it is an education to read; for it shows that historic events can be viewed and written out in the light of Eternal laws of morality now, as well as of old, if only the historian has moral sense and clear reason. In Arnold's volumes, and those of Niebuhr, who gives the history "from the second Punic war to the times of Constantine, we see how Rome, having trampled out the life-principle of all other nations, with its unscrupulous foot, fell itself through gross repletion."

The Empire of Rome crushed the Genius of Historic Art, whose last pure flash was Tacitus; for Plutarch, like Livy, wrote as an advocate, to illustrate his own philosophy, and the politics he wished to teach his pupil Trajan. For fifteen hundred years after this, History slept *in the dark;* until the Revival of Letters restored to men the Ancient Historians instead of their Romantic dreams. But these historians were swallowed whole, and not examined, criticised, and classified, and their reliable testimony separated from their mistakes, until the last hundred years, during which the vail that the Mohammedan power had cast over the seats of the Ancient Empires, since the seventh century, has been lifted by the British conquest in India, and the prowess of Bonaparte's army in Egypt.

Does there not seem to be something providential in the fact, that History first arose from the sleep of ages, just when America was discovered; and that, just when this great Democracy is waking to self-consciousness, and needs to be taught how to dispose the elements of a *new* world into a truly Christian order, she takes up the telescope of critical observation? Does it not intimate that God would inspire and "purify to himself a peculiar people, zealous of good works?"

But in vain does the Spirit of God intimate this destiny to us, unless we co-operate with it, "with the will and understanding also." As Adam fell through the antediluvian ages; as Abraham's family, after being raised through 1,500 years to Solomon's glory, declined from that height in a third of the time; as Christianity itself has been secularized in Europe, so may the renewed call, addressed now to a nation, not to a single man, prove but another wave of the Divine mercy which shall have its ebb also, unless our nation shall, by embodying the Eternal laws of Love and Justice in its constitution and action, realize itself as the son of God and of man at once, without whose union with the Father, there may be no everlasting procession of the Spirit of Truth into humanity; nor may "the life that now is, be made part and lot of that which is to come," nationally, as well as individually. Let us, then, "with all our getting get understanding," and learn ourselves, and teach our children history; so shall we not, in the recklessness of ignorance, lose the ark of our liberties, wherein to keep the charter of our prosperity, in a blind and exclusive delving after the latter in the earth. As Coleridge says, in recommending the old Testament-history, as the best manual of a Statesman: "It is only by means of celestial observations, that the seas of this world may be navigated with safety."

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BOOKKEEPING.—Sir Walter Scott, in lending a book one day to a friend, cautioned him to be punctual in returning it. "This is really necessary," said the poet, in apology, "for though many of my friends are bad *arithmeticians*, I observed almost all of them are good *bookkeepers*."

## THE FOUR SUTDENTS—A TALE OF MOTIVES.

(Continued from Page 112.)

There was a large party at the house of esquire Smith of Polkton.—Invitations has been scattered far and wide, and amongst other distinguished citizens, Judge Williams and family, whose residence was in an adjoining town were asked, and as a personal favor to the Judge, Francis, the teacher, was also invited. The large and showy mansion of the Smiths blazed like some huge lantern. The wide halls and spacious parlors were crowded with the beauty and chivalry of the county. Music swept through the rooms in the strains of some grand march, like the measured tread of a phantom army, or floated in the liquid air as the song died away from some sweet songster's lips, and the tide of talk rolled on, now swelling into one united current, as some fiery politician startled all into attention by some patriotic burst of eloquence; and now broke in a hundred little eddies around the centre tables, along the sofas, or in the corners. Wealth rather than taste marked the appointments of the scene, and the host moving somewhat pompously through the crowds of guests, contemplated with evident complacency the display of his riches. He was a model deportment man, was esquire Smith, and although he never ventured beyond the most commonplace remark, unless it was to repeat in an oratorical style, one or two wise sayings he had caught from some man of note, yet his bow was unexceptionable, and he received his guests with great *impressment.*

Frederick Stanton, the principal of the Polkton Academy, was present of course, and his fine form and proud, talented look attracted a degree of attention, which filled him with a delight he could ill conceal. He met Francis with an air meant to be cordial, but mingled with a prtronizing tone, which the latter returned with a warm, gentlemanly greeting, and the two were soon in deep confabulation, recalling by-gone days, and relating present hopes and toils.

Carrie Williams, who was escorted by Francis, and who returned Frederick's introduction bow, with such a frank and home like greeting, as to place him at his ease, now listened to the college tales of the class mates, with a look of genial sympathy, that added new zest to the narrative, and there in that brillant scene, and with such audience, it is no wonder that our quondam collegians found their wits working with

an unwonted brilliancy. Many a bright eye turned to this little group as they stood there by a marble centre table covered with engravings which they turned carelessly in the light of a splendid chandalier above them. Many an utterance of admiration fell from the lips of the younger guests, while the wiser and more thoughtful noticed with no light interest the marked contrasts presented there.

Frederick was bold and brilliant. The light of intellect played upon his fine face and brow, and an air of energy and self-reliance characterized his whole bearing, but to the close observer there was a lurking appearance of self consciousness which marred not a little the genuineness of his presence, and his sallies of eloquence or wit were accompanied by a stolen glance ot the eye as if in search of some tribute of admiration for his smartness.

Carrie noticed with pain these blots upon his brilliancy, and her eye turned with more than wonted thoughtfulness to the face of Francis.—The quiet subdued look there detracted somewhat, at first glance, from its intellectuality. Talent was not blazoned there like the goods in a shop window for show, but it needed only a second glance into those deep eyes and upon that broad forehead to tell that a soul of no ordinary power dwelt there. No look betrayed a thought of self. His heart had visited Calvary, and the tomb of the Great Sufferer too often to permit any self admiration to remain within him, and the sense of a higher presence saved him from any slavish obedience to the presence of his fellow creatures. Genuine feeling and strong thought made him far more eloquent, as Carrie thought, than his classmate, while a vein of pleasant humor played through his talk in as quiet a way as if he had never suspected himself of being witty.

"That's a splendid group by yon centre table," said a tall, noble looking girl to a dandyish young gentleman standing beside her.

"Yes," was the reply in a tone of affected gentility. "Fred Stanton is rather fine looking. With a little training he would make a good business man. I wonder he can be contented to teach school. But who is the other gentleman?—and the lady?"

"He is also a teacher, and a classmate of Mr. Stanton's. He teaches in the District in which Judge Williams lives, and that is Judge Williams' daughter."

"I wonder that she should choose to associate with school masters." And the dandy drew himself up with an expression of scorn.

"I am afraid you were never much indebted to school masters."

"Oh yes!" quickly replied the young man, feeling the keen sarcasm of the lady's speech, "I had excellent teachers, but we business men come somehow to feel that there must be a lack of energy in a man who can shut himself up with a parcel of children."

A quiet smile played about the lips of the lady as she replied, "I admit it may be a grander manifestation of energy to buy a few dry goods and groceries and sell them again, keeping a record of the transaction, than to train the intellects of half a hundred children. It is certainly a more profitable employment; but you will admit the latter to be a very useful thing."

"You are disposed to be sarcastic, Miss Elmore," replied the *business* man, and taking advantage of the approach of another party he sought more congenial company.

"What a fine contrast is presented by those two young gentlemen conversing with your daughter, Judge Williams," said a middle aged gentleman of a keen shrewd look betokening a man of the world, as he took a vacant chair beside the Judge. "Stanton who is now the principal of our academy here, is a man who is destined to rise in the world. Enterprising, ambitious and talented, his look tells that he has put no low estimate upon himself, and his proud bearing betrays that he has already put himself in training for the support of coming honors. He already makes a splendid speech and never permits his modesty to keep him back whenever an opportunity occurs to exhibit his talents. He is a little vain it is true, but this will wear away. His companion there I should judge to be quite a different man. He has a noble face and his eye tells of no mean order of intellect or cultivation. I should fancy him a poet if I had not just heard he was a schoolmaster. Pity he has not a little more ambition. Nothing like this to give life and energy.—Talent is nothing without it. I knew a mere dolt who contrived to crowd through college and was a leading member of the New York Legislature at 25 years of age, while his far more able classmates were still mere shy school boys. It was his ambition alone that made the difference.

"You know the adage, Col. Knowlton," responded the Judge with a serious smile, '*Fools rush in where angels scarcely dare to tread.*' But I must defend our schoolmaster; for a young man of nobler aims or purer character or more indomitable energy than Francis Walter yonder, I never knew. There is as you say a great contrast between him and his classmate there, but it is altogether in Walter's favor. Watch them

narrowly a few minutes as I have been doing. Mark how his deep quiet look holds in check Stanton's more fiery spirit. See how anxiously Stanton watches his calm clear eye as he plies his eloquence or logic in the unconscious effort to make him bend to his power. Ah, he finds a different auditor there from those who are wont to go into ecstacies at his fine flowery eloquence. And now notice how his quiet words in reply start Fred. See with what involuntary reverence his heart bends before them. His working countenance and kindling eye show full surely that a master's words are summoning up the whole power of his soul. Ah, Colonel you must look closer; it is the motive that makes the man, and whatever be Francis Walter's ruling motive, Fred Stanton stands there confessing it is mightier than his own towering ambition. *The real force of any character is measured by the strength of the principles which underlie it.*"

"But," urged Col. Knowlton, "the history of the world is full of the deeds of heroism prompted by ambition, and the greatest characters have ever been the most ambitious. This single motive existing in a single mind has served, as in the case of the Macedonian and Corsican Heroes, to impel a whole people along the pathway of empire. Surely, the history of humanity shows no motive of such tremendous energy as this. Nor is there any lack of real nobleness in it. It is surely nobler to be stirred with the desire to fill one's life with high achievements and leave behind a glorious name, than to be content to grovel on unhonored and unknown. If a fault, it is well termed 'the fault of great minds.' I fear the records of our world would want their brightest pages, had it not been for ambition."

"They would certainly have been free from their darkest ones. It is true that ambition has controlled some of the strongest minds, but it has controlled them to their harm, and usually to their own and their country's ruin. You mistake in attributing their greatness to this source.—Ambition was but an excrescence, and its growth was at the expense of their native strength. Have you not marked in the lives of really great men how some great enthusiasm has possessed them? They have seemed to recognize themselves as the children of destiny with some grand mission to accomplish; or else they have been so inspired with the grandeur of some great truth or good that they have been able to forget themselves. This has been the secret of their heroism; they have been great only when they have been unselfish. The moment they became selfish or ambitious (for ambition is the intensest form of selfishness,)

they ceased to be great. Ambition so far from leading to greatness has ruined thousands who would otherwise have been great. There is no real power in selfishness, and be assured, no really great deed ever sprang from ambition alone."

"By the way," replied the Colonel abruptly, "I hear you are to remain in town to-morrow. Could you spend an hour with me in visiting Stanton's school?"

The Judge answered in the affirmative, and after a few more friendly greetings, attended by Carrie and Francis, took his leave. Many an eye followed the party to the door, and none more earnestly than Mr. Stanton's. "Beautiful" murmured he, "and the daughter of a Chief Justice too."

*(To be continued.)*

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## STUDY OF LANGUAGE, No. 5.

Studying language from within, outwardly, or in other words studying first the nature and necessities of thought of which language is only the bodying forth, the next sort of words in our classification must be the VERB. For while thought is impossible without the mental conception of something as the subject of thought, so thought itself is but the affirmation or denial of action or attribute to the subject. The word that expresses this affirmation is a *verb*. It is this affirming power that constitutes the essential difference between the verb and the noun, for the verb also is a name, and in some of its forms loses its affirming power and becomes simply a noun. There are on the contrary some verbs which are pure affirmatives and require the name of the action or attribute to be added. These have been called copulatives. In the sentence, *John walks*, the verb *walks* names the action and affirms it, but in the sentence, *John is walking*, walking is used as the name of the action while the pure or copulative verb, *is*, simply affirms.

The most radical, if not the only philosophical, division of verbs, therefore, would be into *pure* verbs which express simply affirmation, and *mixed* verbs which both name an attribute or action and affirm it. The common division of these *mixed* verbs into *transitive* and *intransitive* is based not upon any differences in the power or structure of the words themselves, but upon the natural differences in action; some actions

ing merely subjective or descriptive of the subject and others having also an objective relation. As this classification is useful in explaining the sentential relations of the verb it may properly be retained though it has no place in a strict etymological analysis.

The verb as well as the noun has been made to express certain incidental facts or collateral ideas in addition to its radical one, and hence the verb also has its *properties*.

The most prominent of these *properties* or incidental ideas is that of time, giving rise to the distinctions of tense. In the strictest analysis, the verb has but two tenses, just as there are in truth but two times, the past and present. The future is a possibility but not a fact, and our English verb seems to recognize this distinction, marking its future only as an inference. In the form *I write*, the idea of present time seems inherent just as that of past time is inherent in the form, *I wrote*. The future has no appropriated form of the verb, but is inferentially expressed by the verb *will*. This word signifies simply intention or purpose but as any unfulfilled purpose looks directly to the future so this word as an auxiliary implies future time. It is itself, however, as was acutely observed by Henry Martyn, in the present tense. When the idea of futurity is otherwise indicated, as in the sentence, *If I go*, the *will* is often omitted.

Besides these two forms (WRITE, WROTE,) expressing incidentally the idea of time, the English verb has two other derivative forms implying a finished or unfinished state of the action. These are the participle forms *writing* and *written*. Prof. Welch has justly remarked that these forms have no reference to time, but show merely state. They have none of the verb proper, i. e. of the affirming power, but are simply adjective, being names of unfinished and finished states or actions whose generic name is their primitive.

Combined with the three tenses of the verb *have* used as an auxiliary, the perfect participle furnishes us three compound tenses, viz:

| | | |
|---|---|---|
| Present perfect, | *I have* | *Written.* |
| Past perfect, | *I had* | |
| Future perfect, | *I shall have* | |

The primitive form seems to have been *I have it written, the book*; contracted—*I have written the book*. In the contracted form the participle has acquired something of the affirming force of the verbs and is hence sometimes called the *active perfect participle*.

The slight variation in form by which the verb, in the present tense

chiefly, agrees with its subject in number and person seems merely euphonic, as it is rarely relied on as a contrivance to indicate number or person The above remarks therefore nearly exhaust the subject of the verb and its properties considered simply as a word. I will advert to the subject of Moods in another paper.

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For the Mich. Jour. Education.

## SIGNIFICATION OF NAMES.

*(Concluded.)*

MEDITERRANEAN.—From the Latin "Medius" (middle) and "Terra" (land,) "between the lands" of Europe and Africa.

BLACK SEA.—Named from the dark hue of its waters, in many places unfathomable.

BALTIC.—In the Celtic "Balt," signifies (a belt a girdle,) "a belt of water."

CASPIAN.—From "The Capii" a commercial nation that anciently dwelt along its southern shore. They may in turn have derived their name from "Casp" (a *mountain.*)

ARCHIPELAGO.—Compounded as some suppose of two Greek words "Arkos" (chief) and "Pelagos," (sea) "the chief sea" *of Greece.*— Others perhaps with more correctness; derive it from the ancient name, "Ægaeu Pelagos," "Egiopelagos," (Archipelagos.) Various Etymologies are given for the aucient name. That which deduces it from Ægeus, father of Theseus, is the most common. A deviation more plausible is that from "Ægae," a town on the western coast of Eubœa. (See Strabo 386.)

CARIBBEAN.—Named from the barbarous character of those who inhabited the islands with which it is interspersed. They were called by the Spaniards "Caribe," (cannibals, man eaters)

NICARAUGUA.—Said to be from the Spanish "Negra," black and "Agua," (water,) (black water.)

HONDURAS.—From "Hondura" the Spanish, for *depth profundity*; doubtless applied first to the bay and then to the adjoining land.

BAY OF VERA-CRUZ.—"Vera" (true,) "Cruz," (cross.)

MARACAIBO.—From the Spanish "Mar," (lake) and "Cabo" "chief," "chief lake," or sea South America.

HUDSONS BAY.—Named in honor of Henry Hudson who discovered it in 1609.

GULF OF ST. LAWRENCE.—Named by Carter, who entered it on St Lawrence day 1535.

LAKE CHAMPLAIN.—From Samuel Champlain, who first visited it in 1608.

LAKE WINNIPISEOGEE.—"The smile of the Great Spirit," named thus by the Indians, from the placid beauty of its waters, whose mirror like surface reflected back in strange contrast its rugged frame-work of craigs.

LAKE ONTARIO.—The Indian epithet, "beautiful."

LAKE ERIE.—*Perhaps* from a tribe on its southern shore known as the "Erierrons."

LAKE HURON.—From the "Hurons" on its eastern shore.

LAKE SUPERIOR.—From its relative size; being *larger* than any other on the continent.

MICHIGAN.—From "Mitchaw," (mighty) and "Sagiegaw" (lake,) Mitchaw, Sagiegaw, contracted into Michigan. As given by the Pottowattomies it is formed in one word "Michesawgyegan," (the great lake,)—It is said that Michigan and Huron were considered as one lake by them, which accounts for the *strength* of the name "MIGHTY LAKE."

CANADA.—Said to be derived from an exclamation made by the dispirited gold-seeking Spaniards on their first visit to this portion of British America; "Aca," (here,) "nada" (nothing) "*Aca-nada*," "*nothing here!*" The word "Canada" is found entire in Spanish and signifies "a glen" "a dale." As there are numerous mountain ranges both in Upper and Lower Canada, it is not altogether improbable that in this may be found the origin of the term.

NOVA SCOTIA.—"Nova," (new) "Scotia," (Scotland.)

MAINE.—Perhaps from "Main," (the Ocean,) or "Maine," a small river of Germany.

NEW HAMPSHIRE.—From old Hampshire County England.

VERMONT.—From the French "Ver" (green) and "mont" mountain, being covered with moss and evergreen to the very summits.

MASSACHUSETTS.—There is quite a variety of opinions as to the deviation of this name—some assert that is the name of an indian tribe long since extinct—others find its origin in the Indian name of "an *arrow shaped ridge*, near which the city of Boston now stands. These speculations however we think must yield to the following interesting solution of the mystery. In early days, when the "peculiar institution" cornered on Plymouth rock, an aged negro servant, answering the call of the bell, hat in hand, with a smile and a bow, was accustomed to respond to the commands of his master: "*If massa-chuse-it, If massachuset* So uniform and constant was "Sambo's" urbanity that in time he had secured for himself the enviable cognomen of "Massachusett;" and it is further said that when Sambo was "gathered to his fathers" that the fragrance of his name was diffused over the estate of his honored master, then over the neighboring Bay and finally over the territory laved by its waters. *A just reward for so great virtue!*

RHODE ISLAND.—From the island of Rhodes in the Mediterranean which derived *its* name from the Greek "Rhodon," (a rose) in which species of flower it is said *both* islands abounded. The figure of a rose is given on the reverse of many Rhodian coins still extant. The island gave its name to the State.

CONNECTICUT.—The indian for "Long River."

NEW YORK.—Named by Sir Robert Nichols in 1664 in honor of the Duke of York and Albany, afterward James II.

NEW JERSEY.—Named in honor of Sir Geo. Carteret who had been Gov. of the isle of Jersey in the English Channel.

PENNSYLVANIA.—From Penn and "sylva," the latin for "woods," literally the "woods of Penn."

DELAWARE.—From Lord Delaware.

MARYLAND.—Named by Henrietta *Maria* daughter of Henry IV of France in 1632; "*Maria-land*," Maryland.

VIRGINIA.—By Queen Elizabeth in 1607.

CAROLINA. North and South.—In honor of Caroline the Queen of Charles II in 1663.

GEORGIA.—From one of the Kings "George."

FLORIDA.—From the latin "Flores" (*flowers.*)

ALABAMA.—"Here we rest." And Indian chief with the remnant of his tribe fled from his enemies to the far south, arriving on these beautiful plains he exclaimed as he stuck his standard in the soil "Ala-ba-ma," "Ala-ba-ma," "Here we rest," "Here we rest."

MISSISSIPPI.—"The Father of waters." The State named from the river.

LOUISIANA.—Purchased in 1803 and named in honor of Louis XIV and his Queen, Anna, of France.

TEXAS.

ARKANSAS.

MISSOURI.—Named from the River, called by the Indians "*mud river.*"

TENNESSEE.—"*A spoon.*" The two branches mark the outline of the *bowl*, their course after their confluence the *stem* of the "Tennessee."

KENTUCKY.—Some authorities maintain that Kentucky signifies in the Indean "*the dark and bloody ground.*" (See Lippincott and Gramboo,) others —no doubt some Yankee genius among them—assert the signification to be "*the land of cane and turkey.*"

OHIO.—French "La Bell Riviere," which corresponds it is said to its indian signification "the beautiful river."

INDIANA.—Derived from Indian.

ILLINOIS.

IOWA —"*sweet home,*" (Indian.)

MINESOTA.—"Laughing Waters," (Indian.)

WISCONSIN.—"Porcupine"—Indian.

# Youths' Department.

## PROCRASTINATIONS.

BY CHARLES MACKAY.

If fortune with a smiling face
Strews roses on our way,
When shall we stoop to pick them up?
*To-day, my love, to-day.*
But should she frown with face of care,
And talk of coming sorrow,
When shall we grieve if grieve we must,
*To-morrow, love to-morrow.*

If those who've wronged us own their faults,
*And kindly pity pray,*
When shall we listen and forgive?
*To-day my love, to-day.*
But if stern justice urge rebuke,
And warmth from memory borrow,
When shall we chide, if chide we dare,
*To morrow, love to-morrow.*

If those to whom we owe a debt,
Are harmed unless we pay,
When shall we struggle to be just?
*To-day, my love to day.*
But if our debtor fail our hope,
And plead his ruin thorough,
When shall we weigh his breach of faith,
*To-morrow love to-morrow.*

For virtuous acts and harmless joys,
The minutes will not stay;
We've always time to welcome them,
*To-day, my love, to-day.*
But care, resentment, angry words,
And unavailing sorrow,
Come far too soon, if they appear,
*To-morrow love to-morrow.*

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The strength and safety of a people lie in their knowledge of their rights, and their union in defence of them.

IMPORTANCE OF GRAMMATICAL DISTINCTIONS.—*Between Nouns and Verbs.*—A gentleman asked a friend in a knowing manner, "Pray, sir, did you ever see a cat *fish?*" "No, sir," was the response, "but I have seen a rope *walk.*" Wonder if he ever saw a horse FLY.

"He takes *young children* in his arms,
And in his bosom *bears.*"

*Between Adjectives and Verbs.*—A writer on School Discipline, says, "Without a liberal use of the rod, it is impossible to make boys *smart.*"

"HE who *writes* what is *wrong*, *wrongs* what is *right.*

LEGAL LIABILITIES OF SCHOOL BOYS.—Judge Cutting, of the Supreme Court of Maine, has decided that a boy attending school may be required by the teacher to build the fire at the school-house his proportion of the time. The decision was the result of the trial of a teacher for flogging a boy for refusing to make the fire. The Court sustained the teacher.

A teacher at West Brookfield, in attempting to punish a scholar, was beaten by the pupil. The teacher then complained of the boy for assault and battery, and had him fined five dollars and costs.

GEOGRAPHICAL.—The climate of the Khasia mountains, which lie northwest from Calcutta, and are separated by the valley of the Burrampooter river from the Himalaya range, is remarkable for the inordinate fall of rain—the greatest, it is said, which has ever been recorded. Mr. Yule, an English gentleman, established the fact, that in the single month of August, 1841, there fell two hundred and sixty-four inches of rain, or twenty-two feet, of which *twelve and a half feet* fell in the space of *five consecutive days.* This astonishing fact is confirmed by two other English travelers, who measured thirty inches of rain in twenty-four hours, and during seven months above five hundred inches. This terrific rain-fall is attributed to the abruptness of the mountains which face the bay of Bengal, and the intervening flat swamps two hundred miles in extent. The district of the excessive rain is extremely limited, and but a few degrees farther west rain is said to be almost unknown, and the winter falls of snow seldom to exceed two inches.—*Journal.*

The New Jersey Geological Report states that the ocean is steadily and rather rapidly gaining on the shore. At Cape Island, the waves have gained on the beach fully a mile since the Revolution, and the rise of the tides on the eastern uplands is higher than formerly, in the opinion of the oldest observers.

BEAUTIFUL THOUGHT.—When I gaze into the stars, they look down upon me with pity from the serene and silent spaces, like eyes glistening with tears, over the little lot of man. Thousands of generations, all as noisy as our own, have been swallowed up by time, and there remains no record of them any more; Arcturus and Orion, Sirius, and the Pleiades, are still shining in their courses, clear and young as when the shepherd first noticed them in the plains of Shinar!—*Carlyle.*

Where there is no hope there can be no endeavor.

A TRADITION OF THE ARABS.—King Nimrod one day commanded his three sons to enter his presence, and he caused to be placed before them by his slaves, three urns. One of the urns was of gold, the second of amber, and the last of clay. The King desired his eldest son to choose among them that which appeared to contain the greatest prize.—The eldest chose the vase of gold, on which was written "Empire."—He opened it and found it full of blood. The second chose the amber vase, on which was written "Glory." He opened it and found it filled with the ashes of men who had been famous on the earth. The third took the remaining vase—that of clay. He opened it and found it empty; but in the bottom of it the potter had written one of the names of God. "Which of the vases weighs the most?" demanded the King of his court. The ambitious replied, the vase of gold; the conquerors, the vase of amber; the sages answered and said, "The empty vase, because a single letter in the name of God, weighs more than the entire globe."

CHANGE IN THE EDUCATIONAL LAW OF NEW YORK.—On the 3d of June inst., nine hundred Town Sup'ts of Common Schools are to be restored to private life—their office being abolished. The Board of Supervisors of each county, under an act passed by the Legislature last winter, hold a meeting on that day, to elect a School Commissioner for each Assembly district, except in those cities where special provision exists. These Commissioners are to have a salary of $500 from the United States Deposit Fund, and their duties are to examine schools and applicant for teachers. By the same act, of the legislature the educational tax is fixed at three quarters of a mill on the dollar instead of the present tax of $800,000 and the Town Supervisors are to receive and disburse the public money.—*N. Y. Tribune.*

HABITS OF MILTON.—Milton rose at four in summer, and five in winter. He first read a chapter in the Hebrew Bible, then studied till twelve; when he took exercise for an hour; then dined; then played on the organ and sung, or heard another sing; then studied till six; then entertained his visitors till eight; then supped, and after a pipe of tobacco and a glass of water, went to bed.

SPELLING.—A Western editor thinks that if the proper way of spelling tho is "though," and ate "eight," and bœs "beaux," the proper way of spelling potatoes is "poughteighteaux."

Virtue is not the less venerable for being out of fashion.

To triumph over our passions is of all conquests the most glorious.

Recommend to your children virtue—that alone can make them happy—not gold.

No men are so deep but that shallow places can be found in them.

If a man could have his wishes, he would double his troubles.

## QUESTIONS AND PROBLEMS.

### CHARADE.

My first, if Milton truth doth state,
Is a chariot used by those called great;
My second is a squirrel, a bird, or a monkey—
And sometimes even a blundering donkey;
My whole, a fabric finely wrought,
From Asian looms at first was brought,
Though now the Yankees' close attention
Have almost made it their invention.

*Ibid.*

My first is appropriate, my second 'tis nine to one if you guess it.—My whole elevates the sole above the earth. A. C. W.

Four letters form me quite complete,
As all who breathe do show;
Reversed, you'll find I am the seat
Of infamy and woe.

Transposed, you'll see I'm base and mean,
Again of Jewish race;
Transposed once more I oft am seen
To hide a lovely face. A. C. W.

My first is an instrument, which though small, has more power than any monarch on earth. It is the lover's friend and the poet's pride; yet has overthrown kingdoms, ruined reputations, set folks together by the ears, and caused more destruction than plague, pestilence or famine. My second though not quite so mischievous, is very destructive when in improper hands, and my whole, though employed against my first, is deemed its friend and improver. A. C. W.—*Merry's Museum.*

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(We find in an exchange the following gem of poetry and republish it for the beautifully uttered truth it contains.—ED. JOURNAL.)

"He who checks a child with terror,
Stops its play and stills its song,
Not alone commits an error,
But a great and moral wrong.

Give it play and never fear it,
Active life is no defect;
Never, never BREAK its spirit,
CURB it only to direct.

Would you stop the flowing river,
Thinking it would cease to flow?
Onward it must flow forever,
Better teach it WHERE to go."

Do nothing by halves; if it be right, do it boldly; if wrong, leave it undone.

# Editor's Table.

STERN and evil times, has our great Republic fallen on. The spirit of Slavery, (that old barbarism lingering amongst us,) chafed by the checks and rebukes it has met with, has done as old barbarism was ever wont to do—has sought to make its quarrel one of muscle instead of mind, and the land has been filled with the noise of its mad violence. Strange that in this afternoon of the nineteenth century, and in this freest of all the nations, the all agitating and all absorbing question of national politics should be the restriction or extension of human slavery! Yet so it is. An attempt is made by office seeking politicians whose political principles, as John Randolph said, are these seven; viz: five loaves and two fishes, to distract the attention to other issues, but in the minds and hearts of the people there is just this one. The ruffianly blows dealt against freedom by the slave power, on the freemen of Kansas, and on a noble Senator in our national Congress, have smitten down every other issue, and have arrayed the hosts of freemen and of slavery face to face. It is useless to disguise it—the North and South, in this great confederacy, at last confront each other in battle array. The great tide wave of politics on whose crest doughfaces have ridden, lighter than the foam, has suddenly sunk and they lie floundering in the trough of the sea, while North and South, rising, like tempest tossed waters into unwonted opposition, threaten to overwhelm them in oblivion.

The excitement of this long deferred collision between servitude and freedom is rendered doubly intense from the near approaching presidential contest.

THE nomination of James Buchanan of Pennsylvania, by the Democratic Party and that of John C. Fremont of California by the Republicans has fully opened the great quadrennial conflict of American parties. Who can calculate the power of the profound educational influences of these national elections? Concerning the character of that influence we have reason to be more solicitous. The pressure of unwonted excitements and responsibilities only rouse the truly educated men to an intenser activity, but they confuse the reason and urge the passions of undisciplined minds to a more unreflecting rage.

Thus, to him who hath, more shall be given, while from him that hath not, even that shall be taken away which he hath. No true educationist can regard with indifference these deep upheavals of the public mind. Were the utterances of the press and the rostrum such as they should be, these periods of public excitement would prove no mean adjuncts to the educational machinery of our country.

MICHIGAN STATE TEACHERS' ASSOCIATION.—The approaching annual meeting of this association to be held at Ypsilanti, beginning Monday, Aug. 18th, ought to be made a meeting of great utility and influence. The interests not only of education in Michigan, but of every

teacher in Michigan might be efficiently subserved by this organization. It is not a mere holyday gathering, though we doubt much whether any other convention assembled within Michigan yields to its members so much and so pure enjoyment as this. The pleasant literary debates, the refined sociality of the occasion, the noble philanthropic purposes nourished there, the fine genial enthusiasms ever prevailing amongst true teachers—all these conspire to make this gathering of the teachers of the State an occasion of unmingled delight. But we meet also as members of one of the most noble and useful professions known in the commonwealth; we meet to grasp the hands of our compeers in a grand enterprise, and concert with them for the advancement of one of the noblest interests of humanity. Who would not covet the glorious and benign results to be looked for if the TEACHERS of Michigan would but combine heartily in the great work of educational reform. Come then, Brethren, come up to this annual assembly of the Teachers of the State. Lay aside for a while your worn text books and looks of care, and come, eat of this feast of noble thought and social joy which the Ex. Com. are preparing for you. Come, in those golden August days, and let us take counsel how the *two hundred thousand* CHILDREN of our beloved State may be better taught, and how the genial light of a higher learning and a better, purer culture may bless and brighten all the homes of our pleasant peninsula.

THE AMERICAN ASSOCIATION for the Advancement of Education, it will be remembered, hold their next annual meeting in Detroit, the session opening the 2nd Tuesday in August, the week preceding the meeting of our State Association. The President, Dr. Tappan, has courteously furnished us the following list of topics on which papers are expected. This is the chief educational society in America and its session here, will be hailed with delight. Many of the best men and best minds of the age will be there.

Opening Address by HENRY BERNARD, D. D. The President of last year.

*Monday Evening*, Address by H. P. TAPPAN. Subject—"John Milton on Education.

*Wednesday Evening*, Address by Prof. WM, M. GILLESPIE of Union College. Subject—"The Polytechnic Schools of Europe."

*Thursday Evening*, Addresss by E. O. HAVEN, D. D., Professor in the University of Michigan. Subject—"The true claims of Common Schools in America."

Papers will be read before the Association by Rev. Dr. SPEER, Milwaukee. Subject—"Elocution or the more practical and thorough training of the Young Men in our literary and Theological Institutions, in the art of public speaking."

By Professor BOISE of University of Michigan. Subject—"Athenian and American Sophists."

By Professor J. B. TURNER, Jacksonville Ill. Subject—"Incoming Age—its Educational necessities."

By President WHITE, Wabash College, Ind. Subject—"On the Influence of a right popular education upon the prevalance and power of religion."

By D. BETHUNE DUFFIELD, Esq., Detroit.

By Professor WELCH, Normal School, Ypsilanti, Subject—"The Necessity and best means of training for all our schools a higher order of Instruction than they now have." Papers are expected from other gentlemen, but whose names have not been announced.

# Literary Notices.

WARRALL MORTON. A novel by Francis Parkman. Phillips, Sampson & Co. Boston.

A tale of no great merit, but possessing some interesting scenes. Morally it is free from vulgarity or error, but it seems not to have entered into the writer's plan to make his story the vehicle of any great truth.

For sale by Raymond & Selleck, Jefferson Avenue, Detroit.

THEODOSIA; OR THE HEROINE OF FAITH. Nashville; Graves, Marks & Rutland. New York; Sheldon, Blakeman & Co

The adoption of the novel as a medium for conveying religious or reform doctrines may be taken either as a proof of the degeneracy of the age demanding a dilution of the dry didactics of our fathers; or it may be considered as an advance in the public mind, requiring something more in its books of amusement than the silly love stories of former times. It is at any rate a shrewd practical device, worthy the utilitarianism of the age and should be hailed with unmingled approbation, could it not unfortunately be made to serve the cause of error as well as that of truth. The book under notice is the first attempt we have seen to make fiction the vehicle of controversial theology. As a tale it has many scenes of thrilling interest, and its statement of the arguments in the baptismal debate are clear and strong. It is the work of an able theologian, and a mind of keen logical power

For sale by M. Allen, Woodward Avenue, Detroit.

THE STANDARD SPELLER. By Epes Sargent. Boston; Phillips, Sampson & Co.

This Spelling Book is designed to accompany Sargent's series of Readers, and like the readers it is printed in a style that does great credit to the publishers. We notice two striking differences between it and other spellers. 1st. it is especially prepared for silent as well as oral spelling, having a regular series of dictation exercises, and 2ndly, the words are arranged in paragraphs instead of columns. The latter peculiarity is scarcely an improvement as it is a sacrifice of perspicuity; but the former is a valuable excellency and cannot fail to make the book useful and popular.

CHEFS D'ŒUVRE, of Jean Racine, prepared for the use of Colleges and Schools, with Notes by Louis Fasquelle L L. D. New York; Ivison & Phinney.

The learned and popular professor of modern languages in the State University has done the cause of learning, in his department, a noble service in the preparation of a series of French text books whose unprecedented sale sufficiently attests their value. In introducing to the American student these master pieces of the great French tragic poet, he has done in some respects a better work than any before. It is by leading the pupil into the field of its classic literature that the student is prevented from resting satisfied with a mere smattering of any language.

For sale at Raymond & Selleck's, Detroit.

CYCLOPEDIA OF AMERICAN LITERATURE; embracing personal and critical notices of Authors and selections from their writings, with Portraits, Autographs and other illustrations. By Evert A., and George L. Duyckinck. Chas. Scribner; New York.

The first volume of this work we noticed some months since. The second volume, now before us, is occupied mainly with the American authors of the present century. It is a book of great interest, and of no ordinary utility to whomsoever would become acquainted with the real scope and character of our country's literature. It is well worthy a place in all our public libraries,

For sale by John A. Kerr, Jefferson Avenue, Detroit.

HOOD'S POETICAL WORKS, edited by EPES SARGENT. Phillips, Sampson & Co., Boston.

Whoever has shaken his sides at the effusions of Hood's inimitable humor, will need no new commendation of his merit provoking poem. The present edition is published in the elegant style which has made Phillips, Sampson & Co's., edition of the British poets so deservedly popular. The name of Epes Sargent, as editor, is not the lightest recommendation of the present edition.

ELEMENTS OF NATURAL PHILOSOPHY, by A. W. Sprague, A. M. Phillips, Sampson & Co, Boston.

A new text book on Natural Philosophy, and a good one. The illustrations are numerous and fine, while the clear descriptions of experiments, with the minute practical directions for using the apparatus will render the book more than ordinarily acceptable to those who are so fortunate as to have any apparatus to use. The book may be obtained at KERR'S, Jeff., Ave., Detroit.

EARLY HISTORY OF MICHIGAN, By MRS. E. M. SHELDON. A. S. Barnes & Co., New York.

We are indebted to B. B. NORTHROP, for a copy of this valuable and interesting book. The history opens with the grant by the French King to Jacques Cartier, in 1534, and traces the history of Michigan from its first settlement to the appointment of Hon. Lewis Cass as Governor in 1813. Mrs. S. had some rare facilities for her work, in the use of manuscripts, obtained by Gen. Cass in Paris, containing official and other accounts of the struggles and conflicts of the early French settlers, and of the Jesuit Missionaries. The book well deserves a place in every Michigan home and school library.

HOUSEHOLD WORDS for June has several fine articles. It is for sale at J. K. ROYS, Woodward Ave. Detroit.

PUTNAM IS out again with a number of great excellence. As the table of contents will indicate. An Americans adventure in Pegu; Dead leaves; Young love, The counterfeit coin; High life on the Mountains; Rise of the Dutch Republic; Scampavious,; Chicago in 1856; Napoleon as a family man; Annie at the corner; Our light house establishment; The world of New York. Terms $3 per year.

HARPERS' for July, with a noble table of contents, is on hand. It is said that $2,500 is paid each month to artists and contributors for matter and illustrations: 168,000 copies a month are now printed, an unprecedented edition for a monthly periodical.

☞ Several notices are deferred for want of room.

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# Items.

THE commencement exercises of the Young Ladies' Seminary, Monroe will take place the 9th of July inst. Prof. Haven delivers the Oration before the Literary Society and Prof. Welch addresses the Board of Trustees, &c.

The examinations begin the 2nd of July.

MR. SPAULDING, late of Geneva N. Y., has been appointed principal of the new Union School at Niles.

MR. GEO. K. NEWCOMBE has taken charge of the Union School at Owosso.

WE ARE indebted to HENRY WHEATLAND, Esq., for a copy of the Addresses &c., at the dedication of the School House, on Broad St., Salem, Mass.

WE HAVE also received a copy of Dr. Tappan's Address delivered before the late graduating class of the Medical College in the Michigan University. It is an able and characteristic production.

THE Graduating Class of the Michigan University numbered twenty. The Commencement exercises were full of interest.

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## PURITY AND PRECISION OF LANGUAGE IN CONVERSATION.

We all talk. If practice could make us proficients in any thing, home and the street and trade should help us to a mastery of this art. The close dependence of our physical well being upon the faculty and use of speech, needs no further remark. But when we have asked for food and clothes is this all? Can speech do no more? That were to debase both it and the soul into servants of the body. It is not all. Man is also an intellectual being and has thoughts "that wander through eternity." There is, whether we will or no, an education of mind and heart going on at all times. What are the educators? Our duties, our circumstances, our reading,—God's providences all;—and though last not least, the spirit, cultivation and opinions of our associates and of the community around us, whose chief means of influencing us is by *speech*.

Wonderful power, by which air is vocalized, and burdened with thought and emotion. By it the temper of our companions is communicated to our own hearts, and we feel their feelings; as the sympathetic chord answers to the music of the neighboring string. The heart once moved, no after influences can make void the effect; it may be modified, but never cancelled. By speech the thought of my neighbor becomes a reality to me, is embodied, and lodges in the treasury of the mind, rich ore that adds to its treasures, or an agent to tarnish and corrode. By it, as employed by others, circumstances may compel you to waste otherwise golden hours, on the trifles, the unmeaning gabble, the ignorant assertions, the unchastened sentiments, or the envy and detraction of others;—the evil influences of which it is scarcely possible, wholly to shun. By it sympathy, that best balm for a wounded spirit, welling up from deep fountains of the soul, may be poured, a healing stream where it shall cheer and revive. By it evil may be warned, hope sum-

ported, higher views and purposes implanted and a living energy communicated from soul to soul. It is the electric medium of the moral world. With such a faculty, is he who improves it only sufficiently to express his bodily wants, while he must blunder out his better thoughts and emotions, guiltless? Will not God require some adequate usury for so noble an endowment?

"'Tis a strange mystery, the power of words.
Life is in them, and death. A word can send
The crimson color hurrying to the cheek,
Hurrying with many meanings; or can turn
The current cold and deadly to the heart.
Anger and fear are in them; grief and joy
Are in their sound; yet slight, impalpable
A word is but a breath of passing air."

On the principle that the embodying of any conception exerts a powerful reflex influence upon the mind and its subsequent action, I ground the following practical remarks:

First. *Accuracy of language promotes accuracy of thought.* It is well known that the evidence of the senses is often wrongly interpreted by the judgment; but little do we, without the closest examination know to how much greater extent we are imposed upon, by the inaccurate use and the misunderstanding of words. Philosophers who make analysis of thought their study acknowledge and mourn over this:—the quarter learned are your self-assured men, who understand the import of propositions at a glance. Even the comparatively definite language of science has made a majority of men believe that the cause of a stone's falling has been found;—a proposition absurd to the thinker, and never uttered by a philosopher.

Now the ordinary language of the mass of the people, is taken by them to be an adequate expression of well defined thought and feeling. The more discerning however, see at once, from inaccuracies of expression; that there is a want of definiteness to the thought itself. No place makes this more evident than the witness stand in a court of justice.—We often feel that another has given an expression to our thought or feeling, so clear, so exact, so expressive, yet so simple, that we wonder the same words did not fall from our own lips. Now the truth is, our thought was not precise and clear until that expression made it so. It was the expression that lopped off the useless corners, trimmed the edges, and made fair and even the surface of the thought. We can be said really *to know* only what we can *express.* We cannot reason from thought unexpressed, and if the expression is inaccurate or inadequate, we must expect the conclusions which follow from it to be faulty too.

Now the speediest way to come to a knowledge of our ignorance and to cure it too, is to enter upon a study of our expressions, with a view to make them accurate. We shall find our knowledge to be vague, where we had supposed it definite, and we shall find a study of our expressions and an analysis of words to be the surest way to accuracy of thought Count nothing known until expressed. Hunt down each word of your proposition like a lawyer on a special plea. For critical purposes, language at best, is, in the complaining words of Mackintosh, a "coarse tool," with which to do the finest sort of work:—we should not lessen the chances of a good result by an unskillful execution. By and by the correctness in the use of language which was so toilsome to acquire, will be pleasing and easy. Discourse will flow from your lips "clear as mountain stream," the word will be the very mirror of the thought.

Secondly. *Purity of language promotes purity of heart.* Many an evil and impure thing is at first a hardly perceptible movement of the mind, which can be banished and forgotten without receiving any taint. If dwelt upon, the little feeling becomes strong, and presents its constant petition to the will. It desires to be embodied in act. So long as the will is not secured the evil is straightened, the undermining of the soul's good, not fully effected. But when the will is gained, what a victory has sin. Before this, the soul was ashamed of it, and disavowed what it covertley retained and cherished. *Now* it dares speak in defiance of conscience and of law. *Before* we blushed to own any of its control; *now* it becomes a rampant usurper over every faculty of the mind, making them all the humiliated servants that must labor for its gratification.

If evil should not be cherished at all, still less should it be allowed a control over the will. Now so long as we would shrink from the expression of a revengeful feeling, or other wrong emotion, we have the feeling itself under better subjection than it will be when the will has consented to its expression. For speaking is in some sense an act, the expression of an emotion is in a measure acting it out. It is letting a looser rein upon the neck of wicked desires, which if unbridled may soon run a career of madness and destruction. Therefore the fact that we *can express* an evil desire a bitter feeling, an envious wish, an impure word or jest, an irreverent anecdote, or an oath, should be a warning of disease in the affections and the will, the vitals of our being.

But not only so. The expression has a reflex influence upon the heart. Every act of ours that has a moral character, adds a fresh and strong impulse to the feeling in which it took its rise. We see then how important it is that our conversation should always be cheerful, and free

from anything offensive to the most delicate sense of purity and propriety; our expressions void of malice or detraction; so these feelings themselves being allowed no expression, may be smothered and die out, while the opposite qualities of habitual speech shall if need be, compel the soul to feel, in unison with our better language.

Nature has beauties which she reveals only to persons of cultivated taste. It is so with conversation; and a delicate sense of propriety in word and action is as essential to the appreciation of its charms, as is a tasteful eye and tact for the selection of flowers and their arrangement in a vase. This delicacy cannot exist together with the frequent use of slang phrases, incorrect expressions and an exaggerated style. So as a means of refined enjoyment merely, we should avoid all such language; and fear, that its use even in ridicule and fun, should too closely and readily cling to us, and mar our nicer perceptions of propriety.

When we think how closely connected are our words with the state and habit of the mind, and how they turn their influence inward to freshen or pervert the fountains from which they flow; when we think how closely our highest moral feelings are allied to other and lower exercises of emotion; we cannot but acknowledge it to be a duty we owe our highest interest, to cultivate the delicacy we have been speaking of, by keeping our common talk free, not only from all impurity, but from all the more common perversions of speech. This may be done while using a plain and idiomatic English which shall be free from the imputation even of singularity.

This carefulness will secure an abundant reward, not only on the principles just spoken of, but because it will elevate though unassumingly, yet perceptibly, the tone of conversation of those who talk with you; and become a safe guard against the hearing, and toleration and evil influences of foolish, slanderous, or irreverent speech in others. It will make your words valuable to others as being sincere and trustworthy. It will be an index of order and good principle in the mind. It will increase your influence, and your power to do good.

Keep language therefore for the expression of genuine thought and feeling. Let your words be just equal to the occasion that calls for them. Leave great epithets for the description of great things, and number extravagancies of style, the array of magnificent adjectives so often applied to a dinner or a dress amongst monstrosities. In your common assertions "let your yea be yea and your nay be nay, for whatsoever is more than this cometh of evil."

Berrien Springs. A.

## THE USEFUL IN EDUCATION.

But while we greatly rejoice in this tendency to subject all things to the test of utility, it is quite necessary that we judge of utility by a correct standard. Otherwise our determinations will be likely to be as false as our standard, and may lead us into practical errors, the most irretrievable and fatal. In respect to the studies to be embraced in our systems of education, it is evidently possible to propose two very different standards of utility. It will be necessary for us, in the outset of this discussion, to examine them both, and, if possible, to ascertain which is the true.

According to one of these standards, nothing is useful for a youth to study, except that which he is directly to practice in mature life. To the merchant a knowledge of the four ground rules of Arithmetic is useful, because he must use them in computing the value of his goods. To the accountant, writing is useful, because he must use it in keeping his accounts. But, according to this standard, many judge that the Latin and Greek languages are useful to nobody; for nobody is under any necessity of talking or writing in them. It is obvious that if this is the true standard of utility in education, all our systems of education may be immensely abridged, without at all impairing their utility. How small a portion of the matter embraced in most of our treatises on Arithmetic is ever applied in practice, by ninety-nine in every hundred of our people! What has the merchant, the farmer, the physician, the lawyer to do with the square and cube root? No more than he has with Greek and Hebrew roots. By this standard, therefore, a very large portion of even common Arithmetic must be regarded as quite useless, and the teaching of it branded as old-fogyism, not at all suited to the exigencies of this fast age. And then as to Algebra, who has any direct use for it? Not one in a hundred of those, who leave our schools with their heads full of equations and proportions and radical quantities, will ever solve another algebraic problem while they live, unless it be for the purpose of teaching the science to others, to whom it will be just as useless as to themselves.

As to Geometry, nobody has any use for it, but a few surveyors and navigators; and even they need but very little. It might indeed be useful to all farmers to know how to survey land. But the instruments are costly, and few can afford to own them for the sake of the use they have for them. And the art is like all other arts, one in which much practice is requisite in order to do it well. It must, therefore, necessarily become a trade, followed by a few for a living. A farmer might quite as well undertake to be his own blacksmith, carpenter, or shoemaker, as his own surveyor. How few of us have occasion in life to make any direct use of Chemistry, Astronomy, Natural Philosophy, Mineralogy, Botany! It is an entire mistake to suppose that a man can be taught to plow, by instructing him in the classification of the minerals which his plow daily turns up; or that one has any thing to do with the law of

gravitation, and the motion of the planet Uranus in its elliptical orbit, in prescribing for a sick man, defending a client, or preaching a good gospel sermon.

As for our sisters and daughters, it is difficult to say whether any education at all will be useful to them according to this standard. There is indeed a certain period of their lives, when to be able to read a letter themselves, rather than call on some learned friend to read it to them, would save them a world of blushes; and when to be able to write a letter, would be far more agreeable than to dictate it to an amanuensis. Judging, then, even by this standard, it *would* be a kindness to *them* to teach them to read and write. But what more do they want? The household is not guided by observations of the stars. The laws of the domestic circle are not laid down in the third book of Euclid. Cookery is not performed quite in accordance with the chemical law of definite propositions. The recipes for the various dishes can not be read off from a scale of chemical equivalents. The various practical movements of female life are not set to music, neither do the consist of any combination of the figures of the ball-room.

In short, if this is the standard of the useful in education, this age is by no means so practical and utilitarian as has been supposed. It is much more characterized by costly adhesion to old customs, than by utility. All the education which most of us have any real use for, is to read and write our mother tongue, and to cipher through the Rule of Three, omitting Fractions. It would also be desirable that a few men should be professionally taught the higher sciences, just as a few are now instructed in law and medicine. There would even be a propriety, according to this standard of utility, in teaching the Latin and Greek languages to those destined for the Christian ministry, that they might have access to the vast stores of theological learning treasured up in the former, and that through the latter they might read the New Testament in its original tongue. There would also be a propriety, according to the same standard, in training aspirants to the legal and medical professions to a knowledge of the Latin language, since nearly all the technical terms of both these professions are derived from it, and will be much more easily comprehended and correctly applied by one who understands it. To all destined to either of these professions, the classics are more immediately and directly practical than Geometry, Algebra, or Astronomy, or, indeed, than any of the sciences, if we except Chemistry in the case of the physician. There is thus a wide field open in which the utility of cultivating classical literature can not be questioned, even according to this standard of utility.

But with such notions of utility in education few would be likely to be satisfied. Let us then go in search of some higher and more satisfactory standard. What, then, shall it be? Rejecting that narrow view we have been considering, we can give to utility as applied to education, no less comprehension, than to recognize the utility of all studies which develop and strengthen the mental powers, enlarge the field of mental vision, and impart grace and beauty to the character. Judged by this standard, it is plain we must recognize the utility of all earnest and dilli-

gent study, for it trains and develops the mental powers;—of the knowledge of all truth, for it enlarges the field of mental vision;—of all that is grand and majestic in the works of God, for it gives elevation and dignity to our conceptions;—of all that is beautiful in the productions of genius, for it stores the mind with images of beauty which impart a grace, a charm, a brilliancy to the whole character. If we will but disenthrall our minds from the narrowness of prejudice, and judge by a just standard of utility, we shall be under no necessity of throwing contempt upon all studies except our own, and denying the practical utility of all knowledge which we do not possess. We shall be under no temptation to maintain, that all truth and all beauty are represented alone in the kaleidoscope into which we have been all our lives looking. We shall acknowledge, that the field of knowledge is in all directions boundless, and cheerfully recognize the utility, to the individual and to society, of every study which explores any section of that field.—*Dr. Sturtevant in American Journal of Education.*

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## UTILITY OF THE STUDY OF THE CLASSICS.

Let us then examine the question of the utility of the study of the classics, keeping in view this true and just standard of judgment.

1. No study known to our schools is better fitted to discipline the mental powers, to give the mind control over its attention, and to strengthen and develop its faculties. We are not converted to the doctrine of Sir William Hamilton in relation to the Mathematics. We greatly value those branches of study, as affording a most valuable mental discipline. And we are inclined to suspect that the man who denies their fitness for this purpose, is either not a mathematician or not a philosopher —that in this case he either knows not the premises, or has greatly erred in deducing the conclusion. But highly as we value the mathematics, we still maintain that the study of the classics is in no way inferior to the study of the mathematics, for the purpose of mental discipline.

In order that we may be fully understood on this point, we will briefly illustrate what we mean by mental discipline.

Every instructor knows well the state in which he finds the mind of his pupil at the beginning of his studious career. It is for the most part incapable of continuous attention. It is unable to confine its energies to one topic of inquiry till the subject is thoroughly understood, till the mind has the mastery of the whole field of thought in which any inquiry is situated, and is able to eludcidate it with clearness, force and beauty to another mind. This is the condition in which, as a general rule, minds are found at the commencement of their career, and in which, for the most part, uneducated or defectively educated minds continue through life. The mental powers exist in such a mind, just as the elements of practical skill exist in one who has never learned a trade. In both cases alike the powers require discipline, training. To impart this discipline,

to give this training—to enable one to use his mental powers for the discovery and illustration of truth, or for the appreciation and exhibition of all that is beautiful—is the first, the chief object of education. In such a sense is it chief, that an education that fails in this, fails utterly, whatever specific knowledge it may communicate; and one which succeeds in this is a truly good education, however small the actual amount of knowledge imparted. In the former case the pupil's knowledge is about as useful to him, as a complete set of carpenter's tools to one who knows not how to use the plane, the saw, the hammer, or the chisel.—The latter is the case of the man who is destitute of tools indeed, but able to use with skill and accuracy any implement on which he can lay his hand. The pupil of disciplined mind without much accumulated knowledge, is like a pupil in instrumental music, completely drilled on his exercises, but scarcely having learned any tune. The powers are trained, the tunes will be easily at his command.

How, then, is such discipline to be acquired? We are prompt to confess our ignorance of more than one method, which is at all under the control of the educator. You must propose to the pupil a daily task, such as in his present mental state he is able to accomplish, and require him to exhibit to an intelligent and faithful teacher a complete explication of the matter he was set to investigate. By that teacher the pupil's mental state must be thoroughly scrutinized at each recitation, and then he must be set at another task for the next day, with his errors exposed to his view and corrected, and his mind newly excited for another effort at study.

Now what we claim for the classics is, that no material of education within our reach is, on the whole, better fitted for this daily discipline of the mind, than they. As a means of fixing attention, the study of a language exceedingly remote in structure from our own, is scarcely inferior to problems in Geometry. In this respect the ancient languages of Greece and Rome have a vast superiority over the languages of modern Europe. The languages of modern Europe may almost be said to be the different dialects of the same language. To pass from one of them to another, requires comparatively little effort, and affords but little mental principle. More mental energy is called into exercise in acquiring the Greek language, than in mastering all the languages of modern Europe. And in acquiring it, there is a corresponding discipline of the powers of thought and attention.

In another respect the study of the classics furnishes a mental discipline superior to any which can be acquired in the study of the mathematics, or even of any of the physical sciences. In all these sciences language is used with technical definiteness and accuracy. The student requires in the prosecution of them patient, fixed attention, and that is all. His powers of discrimination are scarcely exercised at all. In the study of language far remote in its structure and its idioms from our own, we have the very best discipline of our powers of discrimination which is possible. We would translate a passage from a Latin or Greek author into our own language. We must first discover the precise shade of meaning the author meant to convey. We consult a dictionary for

the meaning of the words. We find several principal words in the sentence whose various and widely different meanings fill half a column in a great Quarto Dictionary. From the grammatical structure of the sentence, from the relations in which it stands to the contex, from the known scope and spirit of the author, from his customary mode of using the words in question, as well as from the testimony of the Dictionary in relation to the meaning these words are susceptible of, we are to deduce the precise meaning of each in this connection, and thus of the whole sentence. We are then to select from the resources of our own language, those words, phrases, and idioms which will most precisely and exactly express the idea contained in the sentence we would translate. No student can direct the full powers of his mind to such a mental process, without rapidly acquiring mental discipline. And the man who turns off such a study with a sneer at studying a dead language, knows not whereof he affirms. That student is not merely studying a *dead* language: he is learning his own and all other languages. He is acquiring a knowledge of the laws of language itself, and obtaining an unbounded control over it for all the purposes of life and expression.—He is disciplining his power of nice and accurate discrimination, as it can be disciplined in no other way. The uneducated mind is to a great extent the slave of the words it employs; the thorough student of the classics is learning to make words his servants. He is becoming a master of language, instead of allowing language to have the mastery of him.

But we here meet an objection which in this age is in many months: "You advocates of classical literature are always talking of mental discipline. But what is the use of spending years in studying useless trumpery, for the sake of mental discipline, when you might just as well acquire it in learning something useful?" We have above shown, that most of those studies, which it is proposed to substitute for the classics, are no more directly useful than they are. The man who drops Latin and takes up Algebra, gains nothing in the direct applicability of his acquirements to practice. He is rather a looser than a gainer in this very regard.

We will now show, that the study of the classics is far from being barren of other useful results besides mere mental discipline. We proceed then to show—

2. That the study of the classics immensely enlarges our field of mental vision. This thought requires to be illustrated in respect to a number of particulars.

We have not been accustomed to hear any one object to the science of Geology as unpractical, as useless, because it deals largely with species and whole tribes of animals, fishes, reptiles, monsters of the deep, which lived and perished, leaving no posterity behind them, ages before man was made on the earth. Their forms are only preserved to us in the solid masses of rocks in which for ages they have been imbedded, and to which they are assimilated. It is thought by those who are most zealous for the practical, and the useful, a noble and dignified pursuit, to disinter these monsters of the olden time, to arrange and classify

them, and to make from them such inferences as we may, relative to the changes which our planet has undergone. We have never heard Layard complained of, or charged with folly, for disintering the long-buried imperial courts and palace-halls of ancient Ninevah. We have not learned that it is considered a waste of time to read, and even to study the books in which he has described the remnants he has there discovered, of a civilization, over which has rolled more than 2,500 years of oblivion. We apprehend there are few men so practical, that they would not travel many a weary mile, and incur no small expense, only to see the shapeless mound, that marks the spot where Ninevah once stood.

Or let us present the question in another view. There are few things which more tend to give true mental enlargement, than to be made acquainted with man in his varieties of circumstances, conditions, and civilization. One brought up from infancy in solitude, would exhibit an egotism, which would render him intolerable in society. One who knows nothing of man, except what he has seen in his secluded native village, among inaccessible mountains, is narrow in his views, and bitter and obstinate in his prejudices. This is also almost equally true of the man whose observation, reading, and knowledge are confined to his country, and his own times. There is nothing such a man more needs than to be brought into familiar and thorough acquaintance with human conditions, modes of life, civilization, as remote as possible from his own.—This, and this only, will render his spirit enlarged, liberal, cosmopolitan, and his judgment enlightened, sound, and free from the thralldom of prejudice.

Precisely this is accomplished by the thorough study of Greek and Latin languages. The youth is not only taken from home in space, but in time. He is transferred to Rome and Athens in the days of their life, their beauty, their glory. He listens to the recital of Grecian song from the voice of the Ionian bard. He mingles in the delightful intercourse of Socrates and his pupils. He is a witness of the death-scene of the greatest of uninspired philosophers. He sits in the Athenian assembly, and is inspired by the burning words of the father of eloquence. He is one of the delighted guests at the Tusculan villa; and as he looks out upon the distant domes of the Eternal City, he listens to the words of wisdom as they fall from Rome's first of orators and philosophers. He is at home in those distant times; those great men are his companions.—He feels the heart throbs, now of Grecian now of Roman life. He almost breathes the air of Rome and Athens, not as Rome and Athens now are, in their degradation and their ruin, but as they were when Socrates and Pericles, and Xenophon, and Thucydides, and Cicero, and Horace, and Virgil walked in their streets and frequented their social circles. Surely such a study must liberalize the mind. If any thing can rub off the rusty egotism of one's own time and birthplace, it must be such studies as these.

And we assert the claim, with no doubt of its justness, that the cultivation of classical literature has imparted a largeness of view, a liberal, a cosmopolitan character, to the literature of modern Europe, which

would else have been greatly wanting. Indeed, it is perhaps more than doubtful, whether any great success in the cultivation of literature is possible, without the liberalizing influence of a learning which shall make men familiarly acquainted with other lands, and other times than their own. The brightest lights of every literature have been men learned in all the wisdom of what was to them antiquity. Such was Homer, such was Cicero, such was our own Milton. And if the unfortunate day ever comes, when Americans strike the classics from their system of instruction (of which, by the way, we have not the slightest apprehension,) our national character will become, from that day, narrow and illiberal to the last degree, and our literature will of coarse be like our national character. Nay, worse than this, we shall have fallen out of the great current of civilization into a little eddy of our own, where our mental vision will be too limited to produce any thing which the human mind can recognize as a literature.

We are aware that it may be said, we may hold communion with these great minds of antiquity through *translations* of their immortal works. This is the objection of ignorance certainly, and not of any careful and thorough examination of the subject. No work of genius ever can be translated, that is, transferred to another language. The same thoughts, the same truths may be rendered into another tongue, but that which peculiarly marked the work with the genius of its author, of its nation, of its time, admits of no translation. Pope's Homer may be a very interesting and readable English poem; but it is no more Homer than it is Dante. It is Pope, not Homer—English, not Greek—modern, not ancient. Livy, in his true Latin dress, is one of the most graphic and illuminated of historians. Baker's Leivy, in English, is a book which a man of good sense and good taste could hardly be hired to read.

3. Another most important benfit resulting from the thorough study of the classics in early life is, that it adorns and beautifies the mind, and enriches the style with a fund of beautiful imagery. We are not enamored of filling an English composition with classical allusions, requiring great learning, or ready access to Lempriere, to understand them. There are spots on the sun, and so are there blemishes in Milton; and the pedantry of his classical allusions is one of them. This is no necessary result of classical study, and surely is not the result which we mean to commend. But we still maintain that the pupil cannot labor during the years of his school discipline, in such a mine of beauty as is found in the works of the great masters of antiquity, without acquiring from them an intense love of the beautiful, and a facility in the use of the ornaments of style, which he would not otherwise possess. We should as soon believe a youth could spend years in studying the remaining models of ancient sculpture or architecture, without any improvement in the knowledge and appreciation of those arts. It does indeed often happen that the diligent and even successful student of the classics, according to the standard of the schools, sees in them for the time being little but the dry signification of the words as derived from the lexicon, and the application of grammar rules. But it is only because his mind is immature. He is daily laying away treasures in his mind,

the value of which he will ere long fully appreciate. His mind is becoming assimilated to the conceptions with which he is living in daily familiarity. He is becoming cast in a classic mould. In after years he will wake from the unconscious dream of his youth, to the full appreciaciation of the mental wealth of this ancient world, to which his classic studies have introduced him. The images of chaste beauty, the unrivaled amenities with which his mind has been stored in his youth, will become the seeds of his manhood, and produce an abundant and lovely harvest after their kind.—*Dr. Sturtevant in Am. Jour. of Education.*

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## THE TRUE AIMS OF SCHOOL INSTRUCTION.

Education is the normal law of our human life. It is not by dint of growth merely that the infant comes at last to the full strength and wisdom of manhood. Mere growth might make a giant baby but could never produce manhood. The fundamental and constructive idea of our nature and destiny is that of *development under agencies to which we voluntarily subject ourselves;* and this is education.

Some of the more common of these educational agencies and influences were enumerated in a paper in the June number. In this enumeration should also be included the special accidents and influence which surround each individual and give rise to the peculiarities of individual character. And when to all these we add the educating power of the press, the books and papers which fill the whole atmosphere of mind with the gathered thoughts of a hundred generations and of the master minds of all times, thoughts urging the understanding, appealing to the reason, firing the imagination, inflaming the passions and quickening the activities of the whole soul, we may well conclude again that education is not solely the work of the school room.

The question returns upon us with no small urgency, What are the true aims of school instruction?

That the school exercises a most potential influence over the mind, is sufficiently evident from the wide differences between the educated and uneducated classes in society. The public have long ago shrewdly remarked the superiority of the man of liberal education over his unschooled neighbor, and the zeal with which intelligent parents seek to obtain, for their children, the benefits of good instruction, sufficiently attests their estimation of its value. And even in a still more marked degree does the value of school instruction appear when we compare the people of

two different countries in one of which universal education prevails and in the other are no schools.

But palpable as are the advantages of school education, these advantages are, by no means all reaped from the school itself.

The newly graduated school boy and his unschooled cotemporary differ vastly less than the educated man and his ignorant neighbor.—The two have entered upon rapidly diverging paths and while the untutored boy rarely rises above the level of his ignorant boyhood the truly educated mind goes onward and upward with an ever accelerated progress. The one path leads along the base of the Mount of Knowledge, and is shrouded in mists; the other ascends to its summit, and the purity of the light and the breadth of the view increases with every upward step.

The true aim, then, of school instruction is not so much to add to the educational agencies already at work as to enable their pupils to reap the full advantage of those agencies. Considered in relation to the whole work of human culture, our schools are Normal schools, not for the training of good teachers but for the preparation of good pupils.—They aim not to provide masters for the schools, but scholars for the masters in the great school of life.

It is true that our schools are made to subserve special and subordinate aims, as the teaching of certain literary arts to be practiced as arts, such as the arts of reading and writing, and the use of figures; but their main aims as educational institutions are not these. These arts are by no means of such difficult acquisition as to require the study of the long years spent in school, nor is one at all properly or efficiently educated who has become a proficient in them.

The main aims of school instruction are these two: 1st, *to teach how to study*, and 2nd, *to furnish to pupils the elements of Knowledge.*

Nature, as we have seen, furnishes a thousand teachers for the human soul. Life is but a vast curriculum of studies; but man is not naturally a student. Urged by the sharp calls of his wants he learns a few necessary truths and trades, but he goes to Nature more for the loaves and fishes she affords than for the words she speaks. The task is too irksome to his indocile spirit to sit patiently down and ply the questions which shall draw forth the divine response. Nor could he if he would become thus, by a mere effort of the will, a student. Study is an art to be acquired properly, only by long practice under skillful training. And the first great business of the school is to furnish this training. Every

thoughtful teacher must have observed how unable the mere tyro in school is to study with success. And such a teacher feels that his work as teacher is nearly done when that tyro, after years perhaps of toilsome effort, has at least acquired the power to learn thoroughly, surely, and independently the lessons assigned him. For years he ponders over the text book of arithmetic or grammar troubled not so much by the mysteries of the book as by the inaptitude of his mind to grasp and solve the questions before him. Like the poor prisoner in the den of the "Forty Thieves," he cries "open wheat, open rye, open barley" a thousand times before he learns to pronounce the "open sesame," which releases him from darkness and leads him into open day.

But when this art of study is once acquired, when the pupil is not only able to hold his mind with a steady and long persistance to the problem before it, but is able also to rally all his powers of reason, reflection, imagination and conception to the charge and to cast upon the subject the whole light of his previous acquirements in knowledge, how rapid, henceforth, his progress. Nature is no longer a Sphinx puzzling him with unanswerable riddles, but a great teacher, revealing to him everywhere, in her commonest as well as in her most magnificent scenes, a grand harmony of truths, and to his soul awakened, life

"brings again,
Its airy anthems, resonant and long,
Till Earth and Sky, transfigured, fill his brain
With rhythmic sweeps of song."

Without this art of study is acquired, it is to little purpose that the teacher, by dint of recitations and reviews, loads the minds of his pupils with the formulas of science. The passing years will quickly efface these acquisitions and rob them of the fruits of the precious hours of school life.

The 2nd great aim of school instruction must furnish the theme of another page. We close therefore with the practical suggestion to every teacher who would have his work abide, first of all to make his pupils students. Remember that the avenues of Knowledge are always open to those who have the ability to enter, and that a thousand teachers stand ever ready to instruct the soul that can comprehend them. Teach as if your pupils were about to enter and spend many years in the alcoves of some vast library; for are not nature and human life such a library? See to it that they acquire the power of learning lessons, short at first, but finally, long, hard lessons, and of learning them thoroughly, intelligently and independently, not the words merely but the substance, with a

thoughtful comprehension of their reasonableness, and a heartfelt appreciation of their beauty or grandeur. Thus will you render them life-long learners, and secure to them the benefit of those teachings with which God himself has filled the great book of His providence.

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## HOW TO READ A BOOK.

There are very few who know how to read a book. One of the greatest men of our age once said in my hearing, "I am afraid of a man who has read one book well, but not of one who has read many superficially." A book that is really worth reading at all, is worth reading well. It is a great thing to master an author, to be able to say, I think I understand the writer—I grasp the subject, and am satisfied I have reached his meaning. Sir Samuel Romilly, of England, a distinguished lawyer and statesman, acquired the habit of comprehending and stated a subject which he had listened to or read, beyond most men. Of the eminent men of our country who have been celebrated as profitable readers.—Dr. Shepherd Rollock, of the South, for whom Park street church in Boston was built, and the Hon. Thos. S. Grimke, of Charlestown, S. C., were remarkable. The latter, Mr. Grimke, was a finished scholar. In a note to an address delivered in 1827, and published by him, we find some most valuable thoughts on the subject of reading and study. As very few of our readers have ever seen the Address, I shall do them a favor by transcribing several paragraphs. Referring to a young man who has completed his collegiate course, he says, "He must make up his mind to be a devoted student, in spite of his professonal engagements, for ten years at least; until he shall have been able to deepen, and strengthen, and enlarge, and elevate his mind, so as to fit himself for solid, honorable, permanent usefulness. Manhood has its appropriate course of study, and the difference between men arises very much from their selection and pursuit of a right course of study. Many fine minds capable of enlarged and durable improvements and usefulness, are lost every year to the community in which their lot is cast, to the country they are bound to serve, to the cause of religion, humanity and literature, because they have failed in this great duty—they have neglected the course of study appropriate to manhood. And here let it be remarked, that the true student never considers how much he reads, but rather how little; and only what, and how he reads."

He adds (and would that all young men on entering College, or commencing a course of study, were made acquainted with the facts here stated,) "I hope that I may state, without even the appearance of ostentation, my own practice, to illustrate my principle. Six months were devoted to Ferguson on Civil Society; a whole summer to the first volume of Montesquieu; three months to Hume's Elizabeth; six to the

first part of Butler's Analogy. I believe I may render you a service, by stating my mode of study in three important particulars. 1. Before I commenced an author, I made myself thoroughly master of the whole scheme of his work, (if a table of books and chapters enabled me so to do.) 2. I then studied the author in the following manner: After reading the first sentence, I meditated on it, developing the author's thought, as well as I was able, and reducing the whole, as nearly as possible, to a single, distinct, concise expression,. I then read the second sentence, and did the same; thus I went through the paragraph. This may appear at first sight an exceedingly tedious process; but any one acquainted with the nature of the mind, knows the wonderful facility that would be soon acquired, by a faithful, patient adherence to this mode of study, even through a single chapter. 3. A third rule was, to pass nothing unexamined; nothing without reflection; whether in poetry, history, philosophy or religion."

A literary friend of extensive acquirements, has recently stated to me his method of reading. He keeps by him a loose piece of paper, and notes down the page on which is found any thought worth examination. After he has finished the book, he reviews his notes; and transfers to a commonplace book anything valuable, and where it is to be found. In this way he prepares himself to write on any subject. It is said President Edwards always read with a pen in his hand. The late Dr. Olin, President of the Wesleyan University in Middletown, has given his method of study. He analyzed everything and made himself master of the subject. His Life, recently published, is exceedingly interesting.—When a full account of Daniel Webster's intellectual habits and modes of study shall be given to the world, the scholar will find much to imitate. If, by reading these lines, one young man may be induced to pursue his reading with more attention and care, I shall be amply repaid.—*Puritan Recorder.*

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SMITHSONIAN INSTITUTE LIBRARY.—The Library of the Smithsonian Institute has been increased during the last year by the addition of over 5000 volumes. Of these, 739 volumes were sent to the Library in conformity with the Copy-right Law, which requires that one copy of every book, paper, map, design, &c., shall be sent to the Smithsonian Institution, and that another shall be sent to the Congressional Library, within three months after the publication of the same. Over 4000 of the additions to the library have been received as donations from the literary societies of this and the old countries, or else have been sent in exchange for the publications of the Smithsonian "Contributions to Knowledge." Under this system of exchange the institution has received some of the rarest and most valuable scientific books to be found in the country. Through this system of exchange, any society or individual in this country can send to any society or individual in Europe, Asia, or Africa, or in fact

anywhere, any books, paper, scientific apparatus, geological, historical, or any kind of specimen that will tend to increase knowledge among men, free of charge. That is, the Institution will send these articles to their destination at their own expense. And they also undertake to bring all such articles from other countries to this and distribute them per direction in the same manner. During the last year over 20,000 pounds of such articles have been sent to Europe through the Smithsonian Institution, and distributed according to the directions. This heavy amount of freight consisted of over 30,000 different packages.

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## THOUGHTS AND FANCIES.

On the right bank of Huron River, but seven miles below the well known village of Ypsilanti, lies a little inland town, whose beauties and pleasantness have never yet been sung, save by the sweet voice of the "wakeful nightingale," or the gentle whisper of its delightful atmosphere, fanned into life by Sol's meridian ray.

Before the axe of the Saxon, had leveled its forests; and his enterprising spirit changed its native scenery; before his boasted civilization in its thirst for dominion had driven out the aboriginal occupant, and transformed his hunting ground into the decorated garden, crowned with flowers of Oriental loveliness, and the cultivated field groaning beneath its harvest of golden grain; the blood thirsty wolf may have chanted his dismal requiem over his defenseless prey; or the midnight owl may have looked upon it from his rustic hiding place, while the autumnal frosts were silently changing the color of the summer foliage.

Beneath the leafy curtain of the branching elms that studded Huron's banks, the myriad finny tribes that cleave old Erie's chilly bed, may have been seen gliding to pay their annual visit to waters more congenial to the object of their mission. Here the dusky Wyandot may have kindled his camp fire, prepared his simple repast, sung his stirring war song, or when strifes were o'er, sent toward heaven (the signal of peace,) from his calumet [in curling clouds. Lashed to the rude board, the Indian babe of tender years may have been seen beside the rugged oak, whose giant trunk had for a century defied the wrenching power of the hurricane's blast, presenting a contrast of stalwart strength and helpless weakness, too grand, by far, for my pen to portray.

But time has sent the destroying angel in. The tender babe and the "oak, Monarch of the Hills" those striking symbols of feebleness and strength, have met alike the Saxon's conquering steel. The once strong muscle and steady nerve of the red man, have lost their grasp upon the tomahawk and bow; he has killed his last deer; he has dried his last venison; he has caught his last fish; he has built his last camp fire; he has buried his last red brother; he has looked for the last time upon the resting place of his fathers; he has set up the last stone at the mound of his heroic ancestors; his calumet lies cloudlessly returning to its native element; he has sung to the Great Spirit in his native simplicity his last song on earth, and gathered his feet in his last sleep, and human progress is almost ready to inscribe to his memory, in her onward march, 'thy nation is extinct, and thy virtues are forgotten.'

The fishes, too, are stayed by dam and dike from tracing Huron's bright meandering stream or should kind nature interpose, and sweep away the the barriers enterprise has thrown across her course, or smooth their passage with the swelling flood, the white man's tangling net or murderous spear sends consternation through the sporting host, and back they rapid go to Erie's sheltering wave.

The wolf no more in wonted places, leaves with stealthy step his track. The decisive voice of civilization has been heard, bidding him to the recesses of the wilderness, and the mandate has been understood and obeyed. The Owl alone of all, is left, to perch amid the relics of the past, and sing the ruins gray. And although there is much of sameness in his song, still I sometimes think it has stolen a prefix from the hills of science, that it may fall with new significance, upon the destroyer's ear. Instead of the unmeaning hoo-hoo that he was wont to hear, there comes the plain and startling "Who, o, who, o, ah! who, o, has wrought this mighty change?" The Saxon says, "The spoil, the prey is mine. I bowed the forest monarch, and brushed away the shady grove. My name is Progress. I turn and overturn. What is too short I lengthen, and what is too narrow I extend. What is too large I compress or diminish, and what is too small pull down and build greater, what serves not my purpose, I consign to oblivion, and o'er its worthless ruins thou canst sit and sing 'mid scenes of darkness and night, while I am taking my necessary repose, and dream away thy useless life in solitary musings, while day invites my willing hands to labor.

A BELLVILLIAN."

## COUNTY SUPERINTENDENTS.

CORTLAND VILLAGE, New York.
July 31st, 1855.

*Hon. A. Constantine Barry, Supt. Public Instruction, Wis.*

DEAR SIR: Yours of the 14th reached me to-day. My opinion is clear and decided that the most perfect system of public instruction which can be devised in this country, is that which for a time prevailed in this State, viz: a town superintendent in each town; one or more county superintendents in each county—(say one for each Assembly district)—and a State superintendent. You are undoubtedly aware of the duties of these several officers under our system, and the legal powers and judicial jurisdiction that was conferred on them. The last (which I believe has not been imitated by several States which imitated the mere form of having officers called by their names) was, if not the most important feature of the whole, at least that one without which all the rest amounted to comparatively nothing. You must clothe your school officers with authority if you wish them to have weight in the community and be looked up to; and then again, there can be no such thing as successful schools where any quarrelsome man in the State can plunge a school district into contention and litigation in the ordinary courts of law. Our laws did not prevent an aggrieved party in very many cases from going to a court of law.

But it opened another class of courts to him where there were no lawyers, no costs or fees, and no wire drawn technicalities; in short, where a man, familiar with schools, and who ought to be familiar with school law—who ought to be above local excitements and paltry prejudices—acted as a judge, a jury—a court of conciliation—a court of law a court of equity, and finally, as a firm and sensible *friend of all the parties!* Our county superintendents answered to a county court, and the few appeals that went up from their decisions, went to the State Superintendent, who in school cases, (commenced before a County Superindent, or before himself,) answered to a court of appeals.

In our State he was and is an officer within his jurisdiction, the most absolute known to our laws. No legislature, perhaps, would ever at once, and directly have conferred such powers. It grew gradually out of circumstances, and out of the necessity of the case—*unless* the schools were to be swamped by litigation, and unless the vast machinery necessary to carry on nearly 12000 schools, and to annually pay from the public treasury over a million of dollars, was to be left to fall into irregularity and inefficiency. And never have our people complained of the high and summary powers of the State Superintendent. In the few questions ever raised on the subject, they have invariably stood by him. Indeed, I hardly now recollect an instance of such a question getting to any extent before the public, unless in the case of my decision, in the case of Quigley *vs.* Gifford, (on the subject of compelling Catholic children to read the version of the Bible used by Protestants, and to attend Protestant religious services.)

This is a question on which so much sensitiveness exists in the public mind, that my decision called out a few public murmurs, but the newspapers of the State, almost in a body, without reference to any party or sect, rushed to my defense and sustained me triumphantly. Our State superintendent always has the flood-tide of public sympathy in his favor —and he must decide *outrageously* not to have the entire community at his side.

I don't remember, and have no statistical table before me, to show, how many cases were appealed annually from the county officers to the state superintendent, while we had county superintendents. (The latter office was abolished before I became state superintendent.) I know however they were very few. I can speak for this county, for the two terms in which I held its superintendency. There was not a single case appealed during those two terms. Nay, there was scarcely a case carried out in form before me. When I found one was arising, I always asked the parties to wait until I could come on the ground and talk with them face to face on the subject. In nineteen cases out of twenty they assented to this, and I have not a single case in recollection where I failed to settle the matter to the comparative, and frequently to the entire satisfaction of all. I presume this was very much the same over the entire State. I would not give a farthing for a system where the officers are not armed with proper powers. I do not mean the mere power of advising, (if that can be called a power,) but with authority to enforce, by removals from office, by withholding the public money, &c. It is the sheet anchor of any efficient system.

Our county superintendency operated admirably. No intelligent man will now deny this. When the law first went into into effect that very able man, John C. Spencer, was superintendent. Through his efficient deputy, Mr. Samuel C. Randall, he solicited able and public spirited men throughout the State to become candidates for the local superintendencies. Many a man did so, and was elected, (by the supervisors,) who "would not have looked at" what many at the time would have considered much more important offices. Many of them were or had been teachers, but they were not a band of opinionated, crotchety pedagogues; they were of general information—of knowledge of the world —of standing. They were not men who could be sunk down into agents and puffers for book publishers! Two dollars a day (and no margin for "roast beef,") paid their horse hire, and for their time and efforts they found their pay in the good which they daily saw themselves accomplishing! Oh, sir, I look back with delight to a period of my life when I was facing storms, breaking through winter drifts, going without regular meals, to bear what I may term the missionary cross among the hills and valleys of this country.

How the "new officer" was dreaded at his first approach by fossil school masters and jealous town officers! They had some occasion to dread him. I remember well my first visit to the town of———to examine teachers. That was before we had town superintendents, and while we had three commissioners and three inspectors in each town. In the town of———these were all my political and personal friends, and there

fore came out very cordially to meet me at the examination. They were the leading men of the town; two of them decidedly its magnates. One of the magnates had a daughter, and another a sister, to be examined. Both of the young ladies had taught for several seasons, and were not aware that it was necessary for *them* to think of looking over their studies or "brightening up" for the examination. Their father's and brother's friend—the man whom their fathers and brothers had supported for office—reject them? The idea was preposterous! I prolonged the examination half an hour revolving bitterly in my own mind how I should perform my duty with any degree of grace. Seeing no way to do this, I finally shut my eyes and took the leap. I rejected the entire class. Had a stunning clap of thunder broke from that clear April sky, there would not have been such a momentary look of surprise. The next instant mortification and wounded feelings filled the room with sobs. I escaped; but then I had accepted an invitation to take tea and stay over night with magnate number one. Here was a new trial. I marched over, as cool (just about) as a soldier mounting "the deadly imminent breach," with Hyder Ali or a Russian garrison on the other side. We got down to the tea table. The Squire evidently had a terribly choking sensation about the throat. Finally he thought he must relieve his mind, and he said—"Randall, what did you reject——— for?" At that moment ——— entered the room, with eyes redder than another Niobe's. Said I, "You hear your father's question, can you answer it for me?" "I suppose, sir, because I was not qualified," was the reply. "Exactly," said I, "Squire, be good enough to pass me the bread?"

The next morning ——— and two other rejected and dejected ones were started off by their parents for the academy. I told them I thought with two or three weeks of rubbing up, they would "pass muster."—But no, they had made up their minds that they would be beholden to no man's lenity in future. They went to the academy. They staid until they became polished scholars and on two of them I afterwards conferred state certificates, as teachers of the highest grade of attainment and practical skill. Now for the moral of this anecdote. I knew that the law creating county superintendents was terribly unpopular in the town of ———, even before I came down on them "like a wolf on the fold!" They thought it a terrible thing in theory to clothe a "central" officer with such powers and certainly they had found it no joke in practice! So when a few months afterwards I turned my horses' heads into the quiet little valley of the———, I could not but reflect with what secret if not open aversion I should be received in the schools. However remembering "faint heart never won" anything worth having, I drove straight to the Squire's and "put up." His nephew, a fine young man, was the new town superintendent. On I went for two or three days through the schools, calmly and firmly administering praise or censure as I thought circumstances demanded. The teachers quivered and blanched a little at the outset, but all were deeply respectful and finally a good many of them got on pretty good terms with themselves and me before the examination of their schools closed. The trustees and people turned out to meet me. They bore the rebukes I administered where

I thought it necessary, for the bad condition of the school houses, libraries, &c., with a capital grace, and many asked me home with them.—Finally, I remarked to the town superintendent that I met a more cordial reception than I expected, after such an *opening* in the town. "Oh, sir," said he, "that opening revolutionized our town. A petition has been sent here from abroad for signers, to have the legislature abolish the county superintendency. Our people have mostly signed a remonstrance against its abolition. They say when disinterested officers are sent in, and justice comes overhanded on big and little, and teachers are made to earn the worth of the money, the law must be a good one and they are ready to meet the extra expense." The next time I entered that town I was met by a convocation of schools, arranged in their holyday bravery, banners waving and a band of music alternating its strains with songs and hymns, written for the occasion, pealed forth by the entire body of the children of the town. And foremost in the demonstration, were the rejected teachers of the preceding season.

Indifference warmed into interest, and interest swelled into enthusiasm in our schools, and such I believe to have been the history of the county superintendency in a large proportion of the counties of the State—everywhere where competent men filled the office. But a feeling of deep hostility was manifested against the law from the outset. In some counties, miserable officers were appointed. In others, it was claimed that they depreciated after the first incumbents retired.—But, independently of all such considerations, there is a prejudice among our people against *centralizing* office, and a most salutary one it is, if not carried to an improper extent, or into improper departments. Each town desires to be a little commonwealth in itself, and to submit to just as few outside officers as may be. Then again the central office is held, and its pay and honors are monopolized by one; division makes offices and honors for many. I'll wager that I could get up a powerful petition to abolish the office of sheriff, and put in his place a town officer to discharge the same duties in each town! We New Yorkers endure some old central officers, because we have got used to seeing them, but I assure you, we shall create very few new ones! Well, this idea is the very bulwark of liberty, and so let us endure it even where it operates a little unpleasantly. But now the fight is over and so sad a sequel has followed, I believe thousands who warmed up against the county superintendency, would now remain quiet. If a legislature should now quietly pass the law over again, I doubt much whether it would call out any serious opposition. The truth is, the present system is a failure, and the blindest will before long see it. It is not even as good in my opinion, as the old one, where we had commissioners and inspectors. Then as the office was so divided that little labor fell on each, and the pay was an object to none, the first men in each town were willing to serve. Educated professional men formed a large proportion of these officers. If they did little, they did it with good sense and with good taste. They did not belittle anything.

Now, in the hands of a town superintendent, there is a considerable range of duties devolving on one man. The pay is too inconsiderable to

employ a man who considers his time of any value. There is not scope enough to the office to invite the labors of philanthropy. Many of our town superintendents are well qualified men, but an unfortunately large proportion, too, are superannuated teachers, who never were qualified to teach a school, and others whom the towns have bestowed the offices on because they are too feeble to work, lame, or poor, and being persons of excellent character, this has been thought a good way to provide for them. Of course I do not mean that these reasons would often induce a town to elect a man wholly unqualified. But it has induced them to elect men not sufficiently qualified. Unfortunately the town superintendents are nominated in the political caucuses just like the other town officers. When the struggle comes between two—one poor or unable to work—and when the body of the voters have had no opportunity to know anything really of their respective qualifications, you can readily see how natural it would be for any one to vote for the person to whom the office would be considered a kindness.

These town superintendents, as a body are not nearly so well qualified as they were while the county superintendency remained. The latter officer kept up a feeling for improvement which induced the people to think far more about, and care far more for the qualifications of their officers.

In our cities, villages, and in some other favored places, the great reformation which began in our schools with the county superintendency, is still kept on. Our State and town teachers' associations do much to keep the vestal fire burning—but my deliberate judgment is that the body of our schools have sunk back into the old slough quite as deep as they were fifteen years ago. I may be wrong in this, but I believe it.

Do you ask me why, entertaining such views, I failed in my reports as State Superintendent, to vigorously press the immediate restoration of the County Superintendency? I am ready to answer you. If I am not quite prepared to declare my belief in the maxim "vox populi, vox dei!" still I believe that the people have a right to do this, or do that, according to their own good pleasure.

It is all nonsense, in my judgment, for any man, or set of men, in matters where no deep principle is involved, to keep up a struggle against the settled tide of public opinion. It is worse than useless, because it only perpetuates the evil, if evil there be. There was an acrimonious contest in this State, and the County Superintendency was put down.—Keep up a constant fusilade on the subject, and the old fires of prejudice will be kept burning. Drop the subject, and let the people look coolly at the matter a few years—investigate, without being thrown into the position of combatants—and then the "sober second thought" will be heard. If that second thought says *restore*, then restore it will be; if it says the contrary, we cannot help ourselves, and must submit. In my last annual report, at the close of 1853, I submitted my individual views in favor of the restoration of the County Superintendency, but still advised the legislature to wait a little longer, as no where is excited popular controversy so fatal as in our schools. I have little doubt the office will be restored within two or three years. If I were in a State,

where the question was an open one, I should most assuredly press the establishment of the office. State, Assembly district, and town Superintendents, with proper powers and duties, constitute infinitely the best system, and if the results are to be taken into view, the cheapest one.—There is no economy in saving a dollar to each head of a family per annum by a system of schools in which it will take ten years for his children to procure the amount of education which they ought to obtain in five. If I could have my choice, and was obliged to give up either, the county or town superintendency, I would give up the latter. To do all the school business of a county, (I should rather say Assembly district, for a county gives no idea of size or number of population,) would make one man too much of a drudge, but out of a whole assembly district, you could always, if the appointing power was exercised discreetly, get a well qualified man and then something would be done to good purpose. Under the other system you cannot be at all sure that what is done in many towns will be done to good purpose. And a county officer would cost less than one for each town.

I have given you my views at extraordinary length for me, crowded as I am at present with other objects. But one cannot but feel a deep interest when he thinks of the importance of your great new western commonwealth starting right in their educational career, and he does not feel at liberty to decline to throw his "mite" of opinion into the scale where it is asked for. I have written with running pen, and you must take my wheat, if I bring any, with a good deal of chaff.

Very respectfully, yours,

HENRY S. RANDALL.

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# Youths' Department.

## A WORD SPOKEN—UPON WHEELS.

We remember being much struck with a little story, that "a word fitly spoken," or to use the expressive Hebrew reading, "a word spoken upon wheels," even by the weakest and youngest, is precious as gold and silver.

One day a boy was tormenting a kitten, when his little sister said to him, with tearful eyes, "Oh, Phillip, don't do that, it is God's kitten." The word of the little one was not lost; it was set upon wheels. Phillip left off tormenting the kitten, but many serious thoughts were awakened regarding the creatures that he had before considered his own property. "God's kitten—God's creature, for he made it." It was a new idea.—The next day, on his way to school, he met one of his companions, who was beating unmercifully a poor starved-looking dog. Phillip ran up

to him, and almost unconsciously using his sister's words, he said, "Don't, don't, it is God's creature." The boy looked abashed, and explained that the dog had stolen his breakfast. "Never mind," said Phillip, "I will give you mine, which I have in my basket," and sitting down together, the little boy's anger was soon forgotten. Again had a word been unconsciously set upon wheels. Two passers by heard Phillip's words, one a young man in prosperous business in the neighboring town,—the other a dirty ragged being, who, in consequence of his intemperate habits, had that morning been dismissed by his employer, and was now going home sullen and despairing. "God's creature!" said the poor forlorn one,—and it was a new idea to him also;—"if I too belong to God, He will take care of me, though no one else will." Just then he came to a public house where he had been in the habit of drowning his miseries, and then staggering home to inflict new ones on his wife and children. He stopped; the temptation was strong; but the new idea was stronger. "I am God's creature,"—and he passed on. His wife was astonished to see him sober, and still more when he burst into tears, declaring that he was a ruined man, but that he was determined to give up drinking, and to trust in God. At that moment a knock was heard at the door, and the gentleman came in to whom we have before alluded.—He too had been rebuked by the boy's words, for the scorn and loathing which he had felt for the miserable object before him. "God's creature! therefore entitled to help and pity." We need not detail the words of hope and comfort, the promise and the performance of active assistance, which in a short time lifted up the poor man's head, and made him one of God's thankful and joyful "creatures." It would be well for us all, old and young, to remember that our words and actions, aye, and our thoughts also are set upon never stopping wheels, rolling on and on unto the pathway of eternity.—*Miss Brewster—in Eng. S. S. Tea. Mag.*

HARD STUDY.—It is a very common thing to attribute the premature disability or death of students and eminent men to too close application to their studies. It has now become to be a generally admitted truth, that hard study as it is called, endangers life. It is a mischievous error that severe mental application undermines health. Many German scholars have studied for a life-time for sixteen hours out of the twenty-four, and a very large number from twelve to fifteen hours, who lived in comparative health, and died beyond the sixties.

One of the most sterling of living minds, Prof. Silliman, the elder, is now able to travel through the country, at the age of nearly eighty years, in good health, delivering geological lectures, living mentally on the hard food of rocks, iron, iridium, and the like. Another strong example of the truth that health and hard study are not incompatible, is found in Thomas H. Benton, now past the three-score and ten, and in the enjoyment of vigorous health.

Dr. Charles Caldwell, our honored preceptor, lived beyond the eighties, with high bodily health, remarkable physical vigor, and mental force scarcely abated, yet for a great part of his life he studied fifteen hours, out of the twenty-four, and at one time gave but five hours to

deep. John Quincy Adams, the old man eloquent, is another equally strong example of our position. All these men, with the venerable Dr. Nott, now more than eighty years old, made the preservation of health a scientific study, and by systematic temperance, neither blind or spasmodic, secured the prize for which they labored, and with it years, usefulness and honor. For the present, we content ourselves with the enunciation of the gist of this article. Students and professoinal men are not so much injured by hard study as by hard eating: nor is severe study for a life-time, of itself incomparable with mental and bodily vigor to the full age of three-score years and ten.—*Hall's Journal of Health.*

DISCIPLINE OF THE YOUNG.—The oldest son of President Edwards, while congratulating a friend on having a family of sons, said to him, with much earnestness: "Remember, there is but one mode of family government. I have brought up and educated fourteen boys, two of whom I suffered to grow up without the rod. One of these was my youngest brother, and the other was Aaron Burr, my sister's only son—both of whom had lost their parents in their childhood; and, from both my observation and experience, I tell you, sir, a maple-sugar government will never answer. Beware how you let the first act of disobedience in your little boys go unnoticed, and, unless evidence of repentance be manifest, unpunished."—*Selected.*

COLOR-BLINDNESS.—Experiments have been made by Dr. Wilson, of Edinburgh, on over one thousand persons, for the purpose of ascertaining to what extent color-blindness exists. He found that one in fifty-five confound *red* with *green;* one in sixty confound *brown* with *green;* one in forty-six confound *blue* with *green.* Dr. Wilson found that one in every eighteen persons examined were, to a greater or less extent, color-blind. It is highly important that this subject be thoroughly investigated and understood by those who place men in positions on railways and steamboats, where colored signals are used; otherwise this defective vision may cause serious mistakes and terrible disasters.

NOT AN IDLE HOUR IN THIRTY YEARS.—Dr. Rush was an untiring student. Two young physicians were conversing in his presence once, and one of them said: "When I finished my studies——" "When you finished your studies!" said the doctor, abruptly. "Why, you must be a happy man to have finished your studies so young. I do not expect to finish mine while I live."

He was once asked how he had been able to collect such an immense amount of information and facts as his publications and lectures contained. "I have been enabled to do it," replied he, "by economizing my time as Mr. Wesley did. I have not spent one hour in amusement for the last thirty years." And taking a small note-book from his pocket, and showing it to me, he said: "I fill such a book as this once a week with observations and thoughts which occur to me, and facts collected in the rooms of my patients; and these are all preserved and used."

A CURIOUS RIVER.—In the province of Andalusia, in Spain, there is a river called the *Tinto*, from the color of its waters, which are as yellow as topaz. It possesses the most extraordinary and singular qualities.—If a stone happens to fall in and rest upon another, they both become, in one year's time, perfectly united and conglutinated. All the plants on the banks are withered by its waters whenever they overflow. No kind of verdure will come up where its waters reach, nor can any fish live in its stream. The river rises in the Sierra Morena mountains, and its singular properties continue until other rivers run into it and alter its nature.

A NAME.—The Woods, of Lancashire, are a distinguished family for character, wealth, and talent; the eldest son, John Wood, has been returned member of Parliament for Preston several times, and proved himself a steady supporter of civil and religious liberty. A laughable circumstance once took place upon a trial in Lancashire, where the head of the family, Mr. Wood, senior, was examined as a witness. Upon giving his name, Ottiwell Wood, the judge, addressing the reverend person, said: "Pray, Mr. Wood, how do you spell your name?" The old gentleman replied:

O double T
I double U
E double L
Double U
Double O D.'

Upon which the astonished lawgiver laid down his pen, saying it was the most extraordinary name he had ever met with in his life; and, after two or three attempts, declared he was unable to record it. The Court was convulsed with laughter.—*Student and Schoolmate.*

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## QUESTIONS TO OUR CLASS.

1. In what parts of the earth does it never rain?
2. In what parts do they have most rain?
3. What is the general direction of the winds on the Sahara Desert?
4. What country has the largest population to a square mile?
5. Why is the annual fall of rain less in Michigan than in Massachusetts? *(See Physical Geography.)*
6. What King of England came near being killed by his own son in battle?
7. What is the origin of the word Cabal?
8. What celebrated authors wrote in the age of Elizabeth?
9. When was window glass first used in England?
10. What was the Magna Charta, and by what king was it granted? *(See History of England.)*

# Editor's Table.

ITINERACY.—We went the last month to Owasso, on invitation from the Board of Education of that place to address the citizens on the subject of education. Owasso is a beautiful inland village on the Detroit and Milwaukie R. R. and for the present the terminus of that road. It is about 80 miles from Detroit. We left Detroit at 7 A. M. and after a few hour's ride found ourselves dashing on through the forests and clearings of Shiawassee. The road which must be a delightful one when finished, is still unfenced along its newest sections and we had frequently to slacken our speed till the engine could with a few sharp scolding shrieks drive the cattle from its path. Along through the far reaching avenues we rushed onward like some huge corpuscle of life sent out from the central heart of civilization. The long lines of old trees lifted over us their plumes of waving green, like the files of some giant military escort sent from nature's ancient capital to do honor to the advent of art, and we felt almost inclined to take off our hat and move bareheaded as men are wont to do in processions, when the ranks of the escort open to give to guests a passage.

At Corrunna, we noticed, in passing, a large brick building of two stories which we were told is a Union School House. Owasso is three miles beyond Corrunna. Lying in the midst of surrounding forests, seen everywhere in the distance, its beauty fully justifies the name it bears, Owasso, "the bright spot." We did not learn the population of the place but judged it to be between 600 and 800. Every house is said to be full and we were told that 40 new dwellings had been put up this season.

In educational matters Owasso is doing nobly. They have recently voted to build a Union School house at a cost of $10,000 or $12,000.—The building is to be of brick, 3 stories with a dimension on the ground of 80 ft. by 38 ft. It will be a noble architectural ornament to the place, and will pay back in many ways the munificent liberality of the people who have devised it. We most heartily congratulate Owasso on having among her citizens men of such enlarged and liberal views as those who lead in her educational affairs. Much honor is due to Mr. Geo. K. Newcombe, the talented and accomplished principal of their school, whose energetic and intelligent advocacy of this enterprise affords a noble example of what a high-minded and public-spirited teacher can accomplish.

From Owasso we went to Flint, and should have been filled with admiration of the business energy which is raising this beautiful city from its ashes, could we have believed that a nobler than a mere, low commercial aim was guiding that energy. Several large brick blocks are rising under the hands of the busy builders along the principal streets, but, with a policy which seems to us suicidal, the citizens have divided and subdivided their territory into small districts with the design apparently of rendering anything but the old fashioned union school impossi-

ble amongst them. When every where else throughout our State splendid public schools are offering to the children of rich and poor alike facilities for the most generous and liberal cultivation; it seems strange that one of our most enterprising and thriving cities should suddenly march backward in its care for the interest most vital to any true prosperity and proverbially dearest of all to the American heart. Flint owes it to herself and the State to crown some one of her beautiful eminences with a noble school building whose ample proportions and architectural beauty shall fittingly represent the free and generous education which shall reign within. Not of brick and mortar alone can a great city be built.

NORMAL SCHOOL—EXAMINATIONS.—The examinations at the Normal School which occured the third week in July, were of full ordinary interest. They but confirmed the reputation the school long ago won for sound scholarship and thorough discipline. The Graduating Class numbered 12, 5 gentlemen and 7 ladies. J. M. Smith, Hartland, Fayette Hurd, Union City, Clark P. Clements, Kensington, G. Poindexter, Sandford, Tecumseh, Walter S. Perry, Schenevas. Fidelia Phillips, Summit, Mary B. Hough, Plymouth, Mary E. Lyman, Plymouth, Olive C. Tyler, Detroit, Mary D. Heydenburks, Kalamazoo, Ellen A. Hurlbut, Ypsilanti, Harriet Barnes, Trenton. The closing exercises of the graduating class, were held Friday, A. M. July 18. Some of the essays and orations were of a very high character, and we felt more than ever proud of our State Normal School.

The closing address of Prof. Welch to the graduates, on their social duties was full of sound and valuable thought. It was listened to with the most marked attention and elicited many an expression of hearty interest.

The next term will open the first Monday of October next, at which time will also begin a Teacher's Session of five weeks for the benefit of those who wish to prepare to teach winter schools. Let it be well attended. Could the thorongh and excellent character of this noble school be generally known its already large roll would swell to such a number as to demand yet more ample accommodations for their reception. The Model School has an average attendance of about 70 pupils. It should be observed that this is really a high school in its character and not merely a primary department. Governor Bingham who has a son in the school was present on Friday and seemed well pleased with the exercises.

Presentations of an elegant frame containing the likenessess of the graduating class, to Prof. Welch, and of a costly silver pitcher to Prof. Fisk, who is about to leave the school, were made during the examinations.

MICHIGAN STATE TEACHERS' ASSOCIATION.—We announce for the last time the annual meeting of this association, to be held at Ypsilanti the 18th, 19th, and 20th days of this month. We have failed to obtain from the Ex. Committee, a full programme of the business prepared.—The session is an important one and should be attended by all who feel any interest in our educational affairs. Not teachers only but all who love the cause of education and would work for its advancement are invited to come.

It will be seen by the following note from the Supt. of Public Instruction that preparations are in progress for another series of Institutes. Those who have once attended Teachers' Institutes will need no new invitation to come again. We should like to gain for a minute the private ear of every school officer in the State to urge upon them the duty of stirring up every teacher in their vicinity to attend some one of these Institutes. Why can not their benefits be made to reach every district in the State? Were we a dweller in a country school district, and were our children to be educated in its school, we would certainly pay the teacher's expenses, rather than he should not attend the institute.—We could multiply testimony in favor of teachers' institutes from the ablest educationists of the age. They are one of the grandest inventions of the age, and their establishment in our State must fill every real friend of our common schools with a deep joy.

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Albion, Michigan, July 25, 1856.

Mr. J. M. Gregory,

*Dear Sir:*—Arrangements have not been fully perfected for holding the series of *State Teachers' Institutes*, the ensuing autumn, and they cannot hence, be positively announced at this time. I think, however, they will probably be held at the times and places named below:

1st. Lyons, Ionia County, Sept. 1st, to continue two weeks.
2nd. Howell, Livingston County, Sept. 8th, to continue two weeks.
3rd. Hadley, Lapeer County, Sept. 15th, to continue two weeks.
4th. Adrian, Lenawee County, Sept. 22d, to continue two weeks.
5th. Centreville, St. Joseph County, Sept. 29th, to continue two weeks.
6th. Ypsilanti, Washtenaw County, Oct. 7th, to continue five weeks.

Whether changes be made in the above, or not, the arrangements decided upon will be *positively made*, at an early day in August, of which due notice will be given.

Very respectfully,
IRA MAYHEW.

——We leave out other matter designed for this number, to give space for the letter of Hon. H. S. Randall, formerly Secretary of State and Supt. of Public Instruction in N. Y., on the subject of County Superintendents. The opinion is gaining ground that such an office should be established in our State. Since Mr. Randall's letter was written, it has been restored, in effect, in New York, by a recent law of that State making provision for a School Commissioner in every Assembly District, who is to receive a salary of $500 a year, and who supervises the schools of his district. This subject will come up for a full discussion at the meeting of the State Association.

Berrien County.—A friend writes that the Teachers' Association have held several sessions and always with increasing numbers and interest. Their next meeting occurs in September. Niles has just completed one of the finest Union School buildings in the State at a cost of over $20,000. The school is to open in September. Berrien is doing nobly; let her go on.

ASYLUM FOR THE MUTES AND BLIND.—While at Flint we visited the Asylum for the Deaf and Dumb and Blind, just erected there by the State. A large structure which is designed ultimately for school rooms and workshops, is now nearly completed, and since May last has been occupied by Prof. Fay, the principal, with his pupils. There are in attendance, already, 37 deaf and dumb, and 10 blind. Prof. Fay is assisted in the deaf and dumb school by Mr. Wm. L. M. Breg a graduate of the N. Y. Institution, an intelligent and amiable appearing gentleman, who furnishes in himself a noble example of the utility of such institutions, and by Miss C. A. Sharp, the former popular preceptress of the Union School. A son of Prof. Fay teaches the blind.

Could our Legislators but witness the growing look of intelligence and social happiness upon the faces of these poor mute and benighted children, no second appeal would be needed to secure an appropriation which would at once complete the entire plan of buildings. Our own heart was touched with unwonted tenderness as we watched the happy mute boys pausing, in the midst of their work or play, to tell to their comrads in their grotesque but expressive pantomime, some passing thought or jest, and we could but fervently bless the public beneficence which had rescued them from the deep gloom of that grave like silence which must ever rest upon them. Prof. Fay informed us that there are about 250 deaf mutes in the State and nearly as many blind persons.

INFORMATION WANTED.—We have mislaid a letter ordering a bound volume of our first year's issue for some township library. A Dollar was inclosed to pay for the book. Should this meet the eye of the Town Clerk who wrote said letter we shall be glad to hear from him again.

The Bound Volumes (vol. 2,) of last year belonging to the townships will be found at the offices of the County Clerks.

SITUATIONS WANTED by three or four good teachers. Apply to this office.

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# Literary Notices.

THE WANDERER. E. D. Long, New York.

We have received a work of fiction with the above title, and regret that we cannot recommend it. Its style indicates an immature and illiterate or a very careless writer, and the thread of the story is interrupted by incongruous bits of patch work which destroy much of the little interest it might otherwise possess.

BERENICE. Phillips, Sampson & Co.

In this "tale of the Passamaquoddy region," says Putnam's Monthly, "there is unusual merit. It is simple and unpretending, but is marked throughout, by great good sense, quick perceptions, poetic sensibility and considerable artistic skill." For sale by John A. Kerr, Jeff. Ave., Detroit.

PHYSICAL GEOGRAPHY. By D. M. Warren. H. Cowperthwait & Co.

This is a new text book and has been got up with great care and expense. It is of the size of the common quarto school geographies, and this allows the introduction of large and perspicuous maps. The study of Physical Geography is one of the best and most interesting of those recently introduced, and the text before us will be found a very useful one. The engravings and maps are of surpassing beauty.

LOOMIS' ARITHMETIC. By Elias Loomis, LL. D. New York: Harper & Brothers.

Professor Loomis' reputation as an author in the department of mathematics is a sufficient guarantee of the care with which this book has been prepared. A short examination impresses us favorably as to the character of this book. For sale by Selleck & Raymond, Detroit.

POPULAR HISTORY OF ENGLISH BIBLE TRANSLATION. By Mrs. H. C. Conant. Sheldon, Blakeman & Co. New York.

A book designed and adapted to make the reader acquainted with the history of our English Bible. It embraces the account of all the earlier translations made into English, from the time of Wickliff down. Mrs. Conant is a talented writer, and has collected a mass of valuable information which will be prized by all thoughtful christian minds. One cannot but have a deeper reverence for the Book of Books when he learns how the purest and noblest minds of the past have toiled and suffered to give it to the people. The publishers have issued the book in excellent style.

For sale by M. Allen & Son, Woodward Avenue. Detroit.

CHRONOLOGICAL HISTORY OF UNITED STATES. By Miss Elizabeth Peabody. Sheldon, Blakeman & Co., N. Y.

This new History of the United States has been provided with colored plates of the centuries through which the history extends on the plan of Bem's Charts of which we have formerly spoken. The main aim of the book is to impress upon the minds of the pupils an indelible knowledge of chronology, and as this is the cardinal thing in teaching history, the book will doubtless be found of remarkable utility as a text book. The true story of history is not told here with much minuteness but this defect is perhaps supplied by frequently referring the student to the larger works where information can be obtained. The authoress, here as in her former works, obtrudes her somewhat peculiar views of the philosophy of history, a little too much for a text book for common schools.

SANDER'S HIGH SCHOOL READER. By Chas. W. Sanders, A. M. Ivison & Phinney N. Y.

One of the largest sized readers "embracing a comprehensive course of instruction in the principles of rhetorical reading." This book completes the series of Sander's new Readers. For sale at Raymond & Selleck's, Jeff. Ave.

HOUSEHOLD WORDS & The Schoolfellow. These two monthlies, are published by Dix, Edwards & Co., New York, and are afforded, the former for $3 a year, and the latter $1; or both together for $3,50. They are for sale in numbers, by Roys, Detroit.—They are both good.

THE HOME. Edited by Mrs. H. E. G. Arey. Published by E. F. Beadle, Buffalo, New York. Terms, $1,50 a year. 3 copies, $4.

This is a beautiful monthly and well fitted for fireside reading.

WESTERN LITERARY MESSENGER. Edited by Jesse Clement. Buffalo N. Y. Terms, $1,50 a year. 5 copies $5.

This magazine is an old favorite, and well deserves the reputation it has won.

LADIES' CHRISTIAN ANNUAL. James Challen, Editor, Philadelphia. Terms, $1 a year. 6 copies $5.

This is a thoroughly Christian periodical and is conducted with much ability.

PUTNAM'S MONTHLY for July which lies before us, contains among many other articles of great value an able and independent paper on our national politics, entitled "The political Aspect." The manly and independent tone of this periodical is winning it troops of friends. Every teacher should have one or both of these great exponents of current literature. For sale at Roy's, Woodward Avenue, Detroit.

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## ELOCUTION IN COMMON SCHOOLS.

The following extract is taken from a Lecture read before the State Educational Convention, Dec. 27th, 1854, by J. SWETT, Principal of the Rincon School, San Francisco.

What are the advantages resulting from teaching elocution in the common school? *The regular and stated committing of pieces strengthens the memory.* I am aware that, among fast teachers of the day, it is fashionable to scout the idea of a child's committing anything not perfectly comprehended and understood; and to consider verbatim memory-exercises as *obsolete.* The old system, indeed, had too much of parrot-like repeating, but reason suggests the golden mean, without either extreme. Passages learned by heart and stored up in the memory, are materials to be used by reason in after life.

*It cultivates a taste for reading.* Every teacher knows how eagerly the young elocutionist hunts after a "good piece to speak," and how many are often read before a satisfactory choice could be made. Many a dusty library is ransacked, many an old book dragged into light, many a time worn volume despoiled of its literary gems, many a newspaper loses its corner piece of stray poetry, and many a choice volume read, that otherwise would have remained unnoticed and uncared for.

*It makes a scholar familiar with the choicest passages of English literature;* and amid the accumulated and accumulating rubbish of fashionable reading, this is no minor consideration. The boy gathers strength from the orations of Cicero, Demosthenes, Burke, Chatham, Webster, and Clay; and the girl adorns her own mind with the poetic gems of Hemans, Sigourney, Cook, and Howitt.

*It awakens and exercises imagination and feeling.* What teacher has not seen the eye kindle, the vacant countenance take expression, the face glow with emotion, and the whole boy become lost in the sentiment of his declamation? An English writer said he could never hear the old ballad of Chevy Chase, without feeling his heart beat as at the blast of a trumpet. What American boy can recite that thrilling lyric of Drake, —the American Flag,—without feeling a prouder glow of enthusiastic patriotism?

*It improves manners.* The scholar carefully trained to grace of gesture and attitude on the stage, will appear graceful and easy and natural in the drawing room. The vast importance of the cultivation of man-

ner is too much overlooked in our schools. A man's manner influences directly and powerfully his success among his fellow-men; and shall this part of his training be neglected? The young girl well instructed in gesture, acquires more grace of movement than the dancing master and ball-room can ever give; because the latter is purely artificial and mechanical, while the former is prompted by intellectual action, and has the grace of natural expression, True, there are those in society who pride themselves on their bluntness,—who shake hands with you like a bear, and whose faces are never lighted up by a sunbeam of the soul,—whose blood never warms in social intercourse. They are *refrigerators* of society.

*It refines feeling.* It requires no close observer to perceive the effect of poetry on the youthful mind. Childhood delights in the melody of verse, and is pleased with its flowing harmony of sound. In it are embodied some of the most beautiful lessons of morality; and they are presented in a manner which arrests the attention and impresses the mind. "Let me write the ballads and songs of a people," says one, "and I care not who makes the laws."

*It cultivates self-possession and self-confidence.* That boy who can stand up before an audience and act well his part, has more confidence in himself than before; and a high standard of true self-respect ought to be encouraged in every scholar.

*It is pleasing* to children. What children delight in, they do with a whole soul. They often find the severe routine of school duties, dull and tiresome; let them, at times, turn to something which may refresh and rejuvenate their spirits. If, then, these combined advantages may be expected to result, even to a small extent, let elocutionary training begin where it ought,—in the common school.

The necessity of elocutionary culture *somewhere* in our course of education, is self-evident. Take American public speakers, as a class, whether at the bar, in the pulpit, on the stump, or in the lecture-room.—One stands with his hands in his breeches pockets, another in the attitude of a boxer; one bows to the earth like a Chinese Mandarin, another rests his body on his fore-paws, like an ourang-outang; one offends the eye by wild, meaningless, uncouth, frantic gesticulation, another stands stock still, stiff and firm, like a cast-iron city lamp-post. And the melody of the human voice,—that is heard and felt in the barrel-like bass of the pulpit, in linked sweetness, long drawn out; in the hacking, turgid, jagged, jarring style of the bar; and the bawling, shouting, vociferating vehemence of the stump orator. One has the high, piping, thin, sharp, piercing note of a steam whistle, and the screech grates on the ear like the filing of a saw; another, the gruff, gutteral voice of old Falstaff, over a pot of sack; the voice of a third comes from his gullet, and assaults the ear like the bass tones of an organ-grinder; a fourth has the regular Yankee nasal twang; and the last rants and mouths like a stage-struck youth.

The leading part New England took in common schools, has given a character to American education, and a cast to American public-speaking. The people of New England have a chill exterior, which freezes the

genial stream of expressive feeling, and their characteristic manner is reserved, rigid, severe, cold, hard, dry, blunt, and angular. The New England style of oratory is passionless and inexpressive. This disregard to manner, which has too often made the student and the speaker the butt of ridicule, ought to be remedied.

It is true the golden age of oratory has been succeeded by the age of printing. The orator no longer sways with the thunder of eloquence, the turbulent current of popular opinion: the still small voice of the newspaper speaks to the millions of the nation, in the busy mart, and the retirement of home. But the thronging together of men in great cities, the prevalence of lyceums and lectures and political mass-meetings, give the public speaker no small degree of influence.

Fellow Teachers,—let me ask you to give this subject a careful and thoughtful consideration. Make a practical application of the theory; and if it does not stand the test of the school-room, it will take but little time, and can do no harm. But if it does bear the test, introduce elocution into the common school. Introduce it to exercise and strengthen memory, to awaken feeling and excite imagination. Introduce it to cultivate a love of reading, to give self-respect, to improve manner.—Introduce it as a relief from study, a pleasing recreation, and a source of intellectual enjoyment. Introduce it to train those who are to enter the professions, to become graceful eloquent, soul-stirring speakers. Introduce it as a part of the æsthetic education so peculiarly appropriate for woman. Make it a part of the education of man, as an expressive, sympathetic being, possessing a *soul* as well as mind.

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## AN AMERICAN CADMUS.

The Penn. School Journal quotes from the "*Country Gentleman*," the following account of the beginning of letters among the Cherokees:

SEQUOIA is the name of the American Cadmus—the inventor of the Cherokee alphabet. It is said that the growth of written language was slow; but in our day a sage of the woods, from his own philosophic mind, gave to his people the permanent right of their thoughts. I have said that his history is too little known, suffer me therefore to tell it. I write from memory, but the main facts of what I write, I know are correct.

About thirty or forty years ago, in the back part of Georgia, a number of Cherokee Indians were engaged in a discussion of the contrast of the White and Red races. The superiority of the pale faces was readily acknowledged. Poor things! The wrongs to which they were forced to submit, were proof enough for their conclusion. But to what was this admitted superiority due? Doubtless in part to the ability to talk on paper, and to transmit wisdom from father to son. Next came up the

question, How did the pale face acquire his power? A ready answer was found:—The Great Spirit gave it to him. The answer was accepted by the majority, but one man dissented. He ventured the opinion that the white man found out for himself how to talk on paper; and the red man might do the same for himself, if he would apply himself to the task. The bold assertion met with no favor, but was silenced by ridicule, and the maker of it went away from the lodge with feelings often before known to men wiser than their day. "The breeze which puts out a candle, kindles the smoldering fire;" so ridicule which would have smothered thought in a weak man, changed conjecture into purpose in the breast of this man. He would do what he was sneered at for supposing possible.

The man was a thorough Indian, in his education and in his habits, differing in nothing from his nation, and speaking only Cherokee. Perhaps he was more industrious and more ingenious than the great body of Indians, for he was a kind of tinker, making the nose-rings and ear-rings, and other silver ornaments which our Indians wear. He was in the habit of marking his work with a stamp which had been made for him by a white man; he knew that white men could express words by signs, and he had a fragment of a spelling-book, which was a sealed book to him, for he did not even know how these signs expressed the sounds of English. This was all that he had to fit him for the task he had assumed.

It is probable that he supposed the star (or whatever mark his punch made,) stood for his name—Sequoia—for his first effort was to invent a sign for every Cherokee word. A long while was spent in this effort.—As the signs multiplied beyond his power to recollect them, his heart must have sunk; but he did not abandon his purpose. At length light began to dawn on him. He discovered that his words could be divided into syllables, that the same syllable entered into the composition of many words; that language was made up of but a few sounds, variously combined, and therefore he had but to give signs to these sounds, properly combine them, and his end was gained. He was at this time living apart from his people, absorbed in his labor, seeing no one but a squaw, either a young wife or his daughter (for he was somewhat advanced in life at the time,) who supplied him with food. Once on the right track he made rapid advances. He had already, as he thought, finished his work, when luckily he determined to teach his new science to his young attendant first. She had a more accurate ear than his, and became an aid to him in making more simple his notation of sounds. She detected differences which he had not perceived, and pointed out, what had escaped him, how certain other sounds were combinations—not simple, and therefore not needing a separate character. Through their joint analysis the whole language is reduced to less than ninety syllables, each having its distinct character. Satisfied, at last, with the perfection of his work, he called together again those whose ridicule had first stirred him up to the effort; and with honest pride declared that he had done what he had said could be done. "I have learned," said he, "how to talk on paper. The red man may hereafter do what the white man has

done. You will not believe me! give me ten lads of your own choosing, and I will soon give you proof that any one may learn what I tell you I know."

Of course, however much indisposed to believe, they could not refuse his demand. The boys were chosen; were taught to form the alphabet, and to call the letters by name; when familiar with this much, they had learned to read and write. There were no incomprehensible combinations to represent one sound at one time, and a different sound at another. Instead of, as in our tongue, reading being a task for months or years, and spelling an uncertainty for most lives, a few days sufficed to make those young Cherokees masters of the mystery which costs us so much.

At the appointed time, Sequoia and his scholars appeared before the assembled chiefs of the nation. With what triumph must he have seen the astonishment which followed the proofs of his success! Still, on the part of some of the more wary, there was suspicion. "The boys seemed to read; and they seemed to write; but who could tell that they really did so? Let us be certain that there is no deceit." Accordingly all the scholars were turned out of the lodge, while one of the chiefs made a speech, which the man of letters was required to write down. He did so; and then each of the boys was in turn called in; and when each in turn read off the same words, doubt was at an end: the truth was gladly admitted—the red man can talk on paper! Since 1828 a newspaper has been printed in Cherokee. Many books are also now printed in the syllabic characters of Sequoia, or George Guess, as he is called in English. The white man has given to other tribes a written language—but the Cherokees are indebted to one of themselves for the inestimable boon! History does not furnish a parallel instance of a perfect system of written speech discovered by one untaught.

Sequoia* is, I believe, still living—if so, an old man—and now, as always, a simple Indian, scarcely known beyond his tribe. I have a proof of how little known to many an American, for I chance to own an engraved portrait of the man, which I have shown to a great many persons, and have scarcely found any to whom his history was not a thing before unheard of. If the huge monuments erected by Nature—the *Sequoia Gigantea*, great trees of California, are dedicated to his name, 'tis a thing well done.

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There is an internal discourse *(sermo internus)* as well as an external discourse. Language is an instrument of thought, as well as a means of imparting our thoughts. And there is a tendency in words to become "incantations." "Like the Tartar's bow, they direct their attack backward on the intellect, whence they have had their origin." Or, if a man breathe the softest whisper in soliloquy, it reacts with certain effect upon himself. His own mind is a whispering-gallery in which the lightest utterance reverberates forever.—*Dr. Harris.*

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*Perhaps some of our readers in the Cherokee nation will take the pains to furnish us with further facts in the life of this most remarkable man.—Eds. C. G.

## THE TEACHER'S POSITION.

The teacher, by virtue of his office, stands *in loco parentis*, and must therefore, be invested with such power and authority as his station requires. In the discharge of his duties, he must be sustained the same as any other lawfully constituted functionary. His power and authority must embrace all things pertaining directly or indirectly to the welfare of his school. Like a government officer, he must be amenable to the power by which his appointment is made, rather than to individuals with whom he may exercise his authority. He must be an absolute monarch of his school. A person who will not use such authority according to principles of justice, and make it wholly subservient to the advancement of his pupils, is not fit for the office of teacher. If parents and guardians have not implicit confidence in the honesty and integrity of the person who offers to be an instructor of youth, and if they are not well satisfied with his qualifications, they do wrong in trusting their children to him. It is an act of gross hypocrisy to send children to school, and at the same time charge the teacher with lack of qualification.

Children are generally thoughtless, wayward and prankish, especially when congregated in schools. Such being the general character, an important qualification of the teacher will be an ability to govern, and exert a moral influence. This is quite as important as the ability to impart instruction, and arouse in the pupil an ambition to learn and be useful in the world. Schools are composed of a heterogeneous variety of characters. There will be children from different families in which there is all kinds of home discipline, and some from families in which there is no discipline at all. This heterogeneous variety the teacher must reduce into systematic obedience to reasonable and necessary regulations.—Then he must be their friend and instructor, as well as "*master.*"

The disposition of parents is as variable as that of children. Some will be much interested in the welfare of schools; some will be perfectly indifferent; and some will be jealous of tyranny in the teacher. Some, too, will have but vague ideas of education and school policy, and will be so self-conceited as to condemn everything not in accordance with their notions. The teacher must have tact to conciliate these. His forbearance will often be tried by those whose family affections are strong and their judgment weak. Parental love rightly exercised will demand the correction of a child's misdemeanors; improperly used, it will screen a child's guilt, and thus give him a start in a career of crime. That teachers are often unwise and unreasonable, need not be denied. That parents are often more so must also be admitted. Parents must be cautious how they criticise the character and proceedings of a teacher; it can seldom be done without impairing his authority and influence. His promptness in performing his duty, especially enforcing strict discipline and correcting misdemeanors, is often misrepresented, and regarded as an unlawful usurpation. Wayward and freakish youth, knowing that their parents are dissatisfied with their teacher, are thereby made worse. They are made worse, too, by anything that raises their expectation of

redress. Pupils will cease to respect a teacher when they know that complaints are being harbored against him. A complaint or a criticism, however small, made before the school, or in the presence of a single pupil, will lower his dignity and incite rebellion.

The teacher ought to command respect as well as obedience from his pupils, and he must be an example to them. He should, therefore, be treated respectfully by all that would sustain him in his office. His reputation should be kept pure and unsullied; but this will depend mainly on himself. If he have foibles and frailties, they should be treated with leniency; and it should always be remembered that a teacher's failings and indiscretions may be exposed and commented upon in a manner that will make the evil worse, and raise prejudice against schools and the cause of education.—*New York Teacher.*

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## THE POWER OF TRUE AIMS.

It may be expected, however, that of all the thoughts or theories which move men, the mightiest will be those which partake of a moral nature. And it is so. A moral truth is greater than a throne, and subverts thrones. It has a throne of its own, "in the spirit and souls of men." Mighty is he to whom such a truth first comes, or by whom it first speaks —mightier than all men that have it not. Based on all that is most profound and central in our nature, it draws to itself the whole depth and mass of our being. And as it enlists in its cause the spiritual and untiring part of our nature, it needs no pause, allows no truce, entails its quarrel from generation to generation. Hence religion is ever struggling for its right place and influence among a people where it has not yet obtained them; and where it has, that place is found to be the centre and summit of power, where it becomes the bond of their unity and their strength. To the idea of God, society is ever unconsciously aiming to adjust itself, and to be assimilated.

We have seen that man is actuated by principles differing in value and importance; and we may expect, therefore, that his influence on others will be proportioned to the rank of his moving principle. Accordingly, we find that the man who surrenders himself to his animal appetites, passes on himself a sentence of isolation and insignificance; and his fellow-men ratify the doom with averted face. Self-government is the primary condition of all relative influence; and in proportion as a man displays this, even in the pursuit of his own interests, he rules the spirits of others. "Men will praise thee when thou doest well to thyself." The man who, under the force of a well-regulated self-love, keeps his eye steadily fixed on some point in the future, and tramples on every present obstacle in the way to it, influences those around him by his example at every step he takes. The benevolent affections tell more powerfully still. They surround a man with an atmosphere, which whoso breathes becomes like him. The open heart is a key to open other

hearts. Compassion melts and warms the icy to its own temperature. Love begets love, and "is stronger than death." Actuated by these affections, a man goes out of himself only to find that others are coming to him. A sense of duty still further augments his power. The force of a higher will is then added to his own. He "cannot but speak the things which he has seen and heard." "Necessity is laid on him." He is an agent of heaven. Every great force enters into his character; sincerity, which all confide in; self-denial, which makes room in his heart for God; faith, which sees "horses and chariots of fire," and which can hourly remove a mountain; and an energy which moves with face and step direct towards its object; qualities which all hearts bow down before and reverence.

When the being moved by such principles, proposes to himself a lofty end, he still further augments his power. He can, we have said, design for eternity. If the design which he sets before himself be coincident with the great designs of God, he assimilates his nature to the Divine nature, and shares in its greatness. A political necessity has sometimes compelled the vicious to identify themselves for a time with great interests; and the effect has been to charm them temporarily from their degradation, and to raise them to an elevation of character which has shed a dignity on our species. But he who surrenders himself intelligently and voluntarily to a great object, lifts his whole nature at once and for ever. He no longer needs particular rules and detailed prescriptions.—He is a law to himself; rather, he is obeying all laws at once, without feeling that he is subjected to any. By aiming at the highest end, he carries with him the influence of every object and being, moving in the same direction. He is made free of the universe, and admitted into fellowship with all goodness. Time yields up to him her treasures, and eternity lends him her sanctions. Already he speaks as from the distant future.—*Man Primeval.*

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## MORAL POWER OF WEALTH.

Indeed, it is well, in our golden age, when all the influences of the world are commercial, when governments are swayed by commercial influences, when camps are ruled by the Bourse, when even morals and religion are almost obliged to ask leave to be of the till and the coffer—that we should console ourselves with the truth that money is as susceptible of MORAL influence as of secular. It is not a power without moral character. We do not repeat the monk's exhortation, and urge men to yield their money to the church, but the church ought to yield their riches to the world. Inspired with a moral purpose, money is stronger than a king's scepter, or imperial armies. It can not control nature, nor open the eyes of the blind, nor awake the dumb to speak. Riches will

not make a man eloquent that is slow of speech, nor wise if stupid, nor powerful and swift to sail along the courses of thought which set through the age in which he lives. Yet it will give him control of learning, of eloquence, of science, of moral influence. A rich man may rake open the haunts of ignorance and bring forth a thousand gifts of power and wisdom. Riches have in them no æsthetic firmness,no creative art. But the æsthetic spirit is often born in the bosom of poverty, and can not move. It is in the power of wealth to touch that victim whom Poverty, like a fabled sorcerer, has enchanted, and set it free.

Wealth can not preach, but it can rear up a thousand fiery tongues, like golden mouthed Chrysostom, that *shall* go through the standing corn of the Philistines, and burn it to ashes. It can build not alone canals, aqueducts, warehouses, ships, stores, and stately mansions. It can build school-houses as well as churches, academies, and colleges. Wealth gotten of the seas, may turn again, and, standing on the shore, in a hundred voices, and a hundred languages, speak to every island of the ocean.

Riches gotten of the spices of India, and precious offerings of the East, may gather up from the immortal tree of life, gayer fruits, sweeter incense, more fragrant and dripping gums and spices of the gospel, and send them back in life-giving exchange. Why should money be forever stigmatized as sordid, as selfish, as groveling and penurious? Why should it not rise up and assert its moral power, and take its own appropriate honor, as a supreme dispenser of benevolence?

Have you repined that your hand was not gifted with the pen of literature? Then let a hundred hands be created by your beneficence which would not have moved but for your wealth!

Have you repined that your tongue, like a dull and heavy ship, carried your thought with slow voyages? Then avenge yourself by chartering clipper-tongues of other men that shall go over the deep, free as the winds.

There was never an hour when it was so much given to riches to stand in the robes of universal benefaction. It is the grand propelling force. It is the creative and stimulant influence of the world, and like the natural sun, it calls up all manner of growths, good and bad alike. It is the province of piety to exclude the weeds and poisonous fungi, and to give growth, by wealth, to the fragrant and fruit-bearing!—*Henry Ward Beecher.*

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MAN AND HIS INSTITUTIONS.—If a man's heart, caught up into the womb of imagination, gives birth to hymns, the children of his life, the offspring of his soul, may he not compose himself with something of the temperate raptures of heaven itself, when he thinks what work he shall yet do upon the earth by the ministration of his songs and hymns that will bear his life forward, and with noble metempsychosis give it scope again, and life beyond the touch of death—to minister only for good, until the day come, when earthly hymns and praises are caught up and mingled with the eternal choir?

The sound of coming ages should be in every man's ears! That is a voice which will inspire us as no hoary prophet or mighty philosopher. And he who in life becomes vital with the Spirit of God, and yearns with a divine longing to give himself for the life of the world, shall have imparted to him something of Divine immortality, and be permitted to rear up and send forth airy but stately purposes to sail upon the sea of time, unharmed by winds, and unfoundered by the waves!

But who can measure the scope and breadth of that working which he shall perpetuate who trusts in his spirit, not upon the bird-wing of song, or in the crystal vase of a book, but who incarnates himself in an institution suited to the universal want, common to all times, and whose nature it is to be a parent power, prolific of subsidiary powers, sending forth whatever influences and agencies are required by society in all its depths? Your hand may work yet a thousand years hence; your thoughts may beat in the veins of life in ages to come! From heaven you may look back and see your life yet on earth, and in Time, as a mirror, behold your form and spirit!—*Henry Ward Beecher.*

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## THE ART OF ELOCUTION.

A teacher of elocution would probably say that the manner of Chalmers, Guthrie, or of Baird, was a very bad one; but it suits the man, and no other would produce a like impression. In reading the most effective discourses of the greatest preachers we are invariably disappointed.—We can see nothing very particular in those quotations from Chalmers which are recorded as having overwhelmingly impressed those who heard them. It was manner that did all. In short, an accessory, which in England is almost entirely neglected, is the secret of Scotch effect.—Nor is it any degradation from an orator's genius to say his power lies much less in what he says, than how he says it. It is saying that his weapon can be wielded by no other hand than his own. Manners make the entire difference between Macready and the poorest stroller that murders Shakspeare. The matter is the same in the case of each. Each has the same thing to say, the enormous difference lies in the manner in which he says it. The greatest effects are recorded to have been produced by things which, in merely reading them, would not have appeared so very remarkable. Hazlitt tells us that nothing so lingered on his ears as a line from "Home's Douglas," as spoken by young Betty:

"And happy, in my mind, was he that died."

We have heard it said that Macready never produced a greater effect than by the very simple words, "Who said that?" It is, perhaps, a burlesque of an acknowledged fact, to record that Whitfield could thrill an audience by saying "Messopotamia!" Hugh Miller tells us that he heard Chalmers read a piece which he (Miller) had himself written. It

produced the effect of the most telling acting; and its author never knew how fine it was till then. We remember well the feeling which ran through us when we heard Baird say, "As we bend over the grave where the dying are burying the dead." All this is the result of that gift of genius—to feel with the whole soul, and utter with the whole soul. The case of Gavazzi, shows that tremendous energy can carry an audience away without its understanding a syllable of what is said. Inferior men think loud roaring and frantic gesticulations produce that impression which genius alone can produce. But the counterfeit is wretched; and with all intelligent people, the result is derision and disgust.—*Selected.*

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## HINTS TO YOUNG WRITERS.

"The pen is mightier than the sword."

The art of the writer is so splendid and potential that it may well be counted one of the noblest acquirements of genius. To be able to embody ideas in clear and forceful phrases, to construct sentences in which, as in crystal palaces, the world within us shall exhibit its wealth of wisdom and the sublime creations of its thought, is to possess an art of almost limitless power. It is to multiply, in a sense, the soul itself; to enable it to speak in a thousand places at once, and to speak with an unending voice. Shakspeare and Milton have the world as an audience, and their solidified speech shall still be heard when the last generations shall stand upon the earth. The writer's words are "a still small voice," but when fitly uttered, there is something of Divine endurance and omnipotence in them. An art so linked with the immortal may well demand the most earnest and long continued effort for its acquisition.

But there is also might as well as endurance in the products of the writer's art. Through his written word he presses his thought with a continual and hence resistless power upon the minds of his readers.—Who shall estimate the ever widening waves of influence which flow from the pen of an eloquent author. Through its books antiquity still lives in our midst, and the sages of a thousand years ago still jostle us in our paths. Out from the dim past they stretch their long arms and hold us with an iron grasp. And there are men now living and writing whose words shall help shape the history of mankind a thousand years hence.

As an instrument of self culture, the great business and burden of our earthly life, the pen has no equal. The reflex influence of the writer's art is more wonderful even than its direct power over other minds. "Writing," observed the acute Sir Francis Bacon, "makes a correct man." It does more. It gives breath and profundity, and lifts into kingly dignity and control. No tool digs so deeply into the mines of truth as the nib of the pen. He studies with an immense advantage, who has the knack of crystalizing into clear written speech the flowing current of his thoughts. His conceptions stand forth on the written page marshaled in orderly array, and reveal in their now visible relations many a truth which had else lurked unsuspected amongst them.—Armed with the pen, the mind ventures forth into untracked fields of thought, and gathers thence treasures and trophies otherwise unattainable, while its written words become a highway which opens up the wilderness to all coming generations. I believe it to be no uncommon phenomenon with experienced writers, that the flow of thought becomes serious and unbroken only when the hand has grasped the pen.

It has been asserted that no one fully possesses a thought who cannot express it. Thoughts lie in the mind, often, surrounded by an atmosphere of feelings and emotions through which as through a disturbing medium, they are seen distorted and indistinct, so that it is no unusual thing for a man to imagine his mind filled with sublime and splendid thought when nothing but shadows and a mockery of thought is there. The writer takes his thoughts out from this distorting medium, and in a clearer light, learns their true magnitude and meaning. He is compelled to take accurate measure of his ideas ere he can furnish them with a fitting garniture of words. The speaker is aided in his expression of thought by all the signs of natural speech,—the glance of his eye, the play of his countenance, and all the various tones and inflections of his voice. The writer must rely alone upon the simple, silent words, and the skill with which he can marshal them to his service. Hence the writer's art is more difficult than the speaker's, so far as the command of language is concerned, and its exercise therefore presupposes and induces a far finer and higher mental culture than is necessary to the orator.

Narrower, but perhaps intenser persuasives to the cultivation of this art of composition may be drawn from its practical uses in the business of life. More and more is the pen coming into use among men. In every department of labor and in every enterprise of business or benevo-

lence is its aid felt to be indispensable. Passing the enumeration of these, there is still another plea which may be urged with much force upon the teacher at least. It is the aid in obtaining employment, he may find in an easy and cultivated style of correspondence. A gentleman in Ohio recommended a company of teachers wishing schools, to make their applications in person and by no means to write letters, and we have known more than one worthy teacher to fail in his application for an eligible position, simply through the rude and bungling style of his letter of inquiry. It is said that were school boards to require all applications to them to be made in writing many who now fill the teacher's chair would be sent to the scholar's bench. Let this stain be wiped from the profession. Let our teachers cultivate the use of the pen.

Having thus but hinted at the practical value and necessity of this art we will in another number glance at some of the rules of the art.

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[From the Pacific, a weekly paper of San Francisco.]

## MEMORIES OF SCHOOL DAYS.

BY J. SWETT, (A SAN FRANCISCO TEACHER.)

Our pleasant, pleasant school-days!
They visit us in dreams,
And brighter than reality
The magic picture seems;
Familiar forms and faces,
In midnight's silent hours,
Are gently gliding round us,
Like angels over flowers.

Our happy, happy school-mates
Are with us once again,
And pleasant recollections
Come thronging o'er the brain;
We are meeting, we are meeting
With the forms we loved of yore,
Familiar voices greeting
In thrilling tones once more.

We hear the silver laughter
Ring from merry little girls,
And gaze on ruddy faces
Kissed by loosely flowing curls.
And our hearts are throbbing wildly,
As they did in by-gone days,
When we mingled with the maidens
In our simple sports and plays.

In the old familiar places
We meet the bare-foot boys,
With their honest sun-burnt faces,
And their love of fun and noise;
The straw-hats may be tattered,
The trousers patched and torn,
But in school they all are equals,
And proud as monarchs born.

These pleasant, pleasant pictures
Of happy school-days past,
Are darkened by the shadows
Upon the canvas cast;
With the sunshine and the gladness,
Which memories ever bring,
Are mingled thoughts of sadness,
Like the snow-fall in the spring.

Where now are school companions,
The true and noble-hearted
Who shared our joys and sorrows
In the days before we parted?
And where are those—the beautiful,
Who won our simple hearts,
And tamed our rugged natures
By a thousand guileless arts?

Some companions have departed
From the innocence of youth,
And long since ceased to worship
At the shrine of light and truth;
And some, the good and gifted,
The innocent and fair,
Have been laid within the churchyard,
And are sweetly sleeping there.

Some have sold themselves to mammon,
Encased their hearts in gold;
And the noble souls of boyhood
Are growing stern and cold.
Some have sought the El Dorado;
And from the golden streams
They often, often wander
To the school-house in day-dreams.

Our pleasant, pleasant school-days,
Which fancy pictures bright,
Like the memories of loved ones,
Are cherished with delight;
But the pleasant recollections
Which cluster round the past,
Blend with sad associations
Like a shadow o'er them cast.

## THE TRUE AIMS OF SCHOOL INSTRUCTION.

A right and clear apprehension of the real business of the school seems absolutely essential to any efficient discharge of the teacher's duties.—Those duties indeed cannot be understood, even, without this knowledge of the objects to be gained by teaching. The thing to be done must be known before we can comprehend the best methods of doing it. May not much of the ill success and inefficiency of our schools be owing to an ignorance of, or inattention to the true aims of school instruction?

It has been supposed that the business of the teacher was merely to "keep school," i. e. to govern the children and to appoint and hear their lessons; and that, the school itself, like a great machine, would, in some way, turn its pupils out finished scholars. What wonder that, with no specific aim in view, our schools should often fail to produce any tangible result; that pupils should frequently come forth after years of schooling with nothing but a few imperfect and fragmentary scraps of knowledge and the painful recollections of long, tiresome terms passed in tedious, aimless and often useless study. No disciplined power of independent thought and study has been acquired, and no thoroughly mastered elements of science have been made familiar to the mind as the mechanic's tool to his skilled hand. Many of the errors now blindly committed by parents and teachers would be easily avoided could they once be brought practically to comprehend the true purpose of the school.

The discussion, therefore, of the true aims of school instruction, is not a matter of idle curiosity, but is vital to the well being of our schools, and demands the teacher's most serious thought as the very clue to all success in his high calling.

In a former paper we discussed what seems to us the first and most important aim of school labor, viz: *the acquisition of the art of study.*—But study is only an active exercise of the powers of the mind in the act of learning. Its proper aim is the acquisition of knowledge. And here we come to the second and subordinate aim of school instruction, *the acquisition of the elements of knowledge.*

It is true that exercise of the mind, like that of the body, will be most healthful and effective when performed not merely for the sake of exercise, but in the pursuit of some desirable good, and hence it might be inferred that to make study the main aim of schooling would be to endanger the very success of that study. But it should be remarked that study is like the practice by which one acquires skill in an art, rather

than the exercise by which we secure health. The value of the work an apprentice shall do, the articles he shall produce during his apprenticeship, are secondary considerations. It is the artistic strength and skill he shall acquire, which constitute the true aim of his long service, and he would be counted to have spent his time in vain if instead of a master's skill in his trade, he should have only a few imperfect articles of handicraft to show as the fruits of his toil. So the scholar may well count his school days waste time, if he has failed to acquire the true scholar's power of patient thought, whatever may be the amount of memorized knowledge with which he has filled his mind.

But, as has been hinted, study implies some science or object on which it may be exercised. Nay more, ideas, truths, are the tools with which it works, and the mind can no more work without ideas than the mechanic without the implements of his craft. It is by dint of the known that we mount to the discovery of the unknown. To furnish the pupils then, with these tools of thought, these elementary truths, is a legitimate aim of teaching.

And here lurks one of the most common and pernicious errors in our school affairs. It is taken for granted that one thing may be learned as well as another, and that therefore, the preference is to be given to those studies which embrace what may be pleasant or useful to know. Whatever science may chance to be in popular favor, whatever knowledge the father has found useful, or fancies would be useful is at once placed in the list of studies to be pursued by the son. And even men of high intelligence are led astray by this popular view and join in the demand that whatever information may minister to the well being or the business of life shall be taught in our schools. It would be a sufficient answer to this error, to point to the fleeting and fragmentary character of the knowledge obtained by children at school. How can it be expected that the immature and inexperienced youth shall grasp the truths which have engaged the maturest intellects, and hold them in reserve against the future occasions for their use?

We may point also to the notorious fact that the mastery of any one of the sciences taught in our schools is the labor of a life time. But a more serious charge lies against this false view on the account that it seriously interferes with the true processes of mental culture. The forces of the mind are called off from all original exercise and are concentrated in the single effort to remember the facts and principles of some science. Many a fine native intellect has doubtless, been stopped in its progress

and permanently dwarfed in its growth by this vain attempt to fill it with learning.

Nor are teachers themselves innocent in this matter. The teacher often has some pet studies in which his own mind is interested and with which he hopes to become more familiar by teaching that the temptation is a very strong one to form classes in them, his own pleasure rather than the good of his pupils being the motive, though he doubtless persuades himself that a study so pleasant to himself cannot but be profitable to them. It is also so much easier and pleasanter to lecture than to drill—to draw from the store's of one own familiar knowledge and engage the attention of a class by stories of science, than to question and review, review and question, till the minds of the pupils are made to grasp, with a firm and familiar hold, the subject of their lessons,—it is not to be wondered at that the recitation is made a lecture and the teacher occupies by far the larger portion of the hour.

Since then it is not a legitimate purpose of the school to fill the pupil's mind with general information, the question returns, What is the kind of knowledge which should be taught there? The reply seems obvious.—All the aims of the school room should harmonize, and hence only such studies should be pursued as may minister to that cultivation of the mind which forms the main aim of school lessons.

To determine more precisely the kind of learning to be sought in the school room, it is needed to scan more carefully the uses of knowledge. There are commonly three; 1st. The technical *use*, or its use in a trade or profession; 2nd. The *social use*, or its use in giving one influence or eclat as a man or woman of intelligence; and 3d, the *disciplininary* use or its power to promote the culture and growth of the mind. The popular estimation of the value of education is generally based upon the first and second of these uses. Many desire to have their children taught those things which will be of use to them in business, or which will enable them to shine in the social circle. But it should be remembered that these two uses are but the ripe fruits of the third use. The undisciplined mind can but feebly grasp and retain knowledge either for use or show.

Knowledge then is to be sought in the school room for its disciplinary uses, and the study that has most disciplininary power in it deserves the preference even though its so called practical applications should be but few. It is science in its causes and connections rather than in its ripe fruits with which the pupil should have most to do.

It is not forgotten that youth is the time of acquisition; that with its fresh unabated curiosity, its keen senses and almost tireless activities childhood lays in a store of ideas which outnumber and often outlast all the acquisitions of later years. But it should be remembered that the child by no means gathers its chief stores in the school room or from school books. The youth is much to be pitied who does not learn much more outside of the school house than within. His school learning should be but the alphabet to his out door learning. It is the alphabets of science alone that he wants—the elementary ideas and the skill to use them. With these thoroughly and practically learned, nature becomes a legible book, and the study goes on even when the school has ceased. Without this elementary knowledge, all acquisitions of knowledge however splendid are but things learned by rote by one who cannot read; fading ever with the lapse of years, they can never be renewed. School learning is with them an end and not a means, and rarely leads to anything beyond itself.

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## COUNTY SUPERINTENDENTS.

Report of a Committee of the Michigan State Teachers' Association, Aug. 19, 1856.

*Gentlemen and Ladies, Members of the State Teachers' Association:*

Your Committee to whom was assigned the duty of preparing a memorial to our State Legislature, praying for the establishment of the office of County Superintendent of Schools, in presenting before you their work would respectfully solicit your attention to a few considerations in favor of the measure proposed.

### 1. The Present Conditions of our Schools.

In drawing from the present condition of our schools an argument in favor of the proposed reformatory measure, (for such it must be considered) your committee would "naught extenuate nor aught set down in malice." To extenuate would induce the adoption of inadequate measures of reform: to exaggerate the evils to be removed might discourage from all effort at reform or would lead to the choice of violent and revolutionary measures, which must injure or destroy what they seek only to change. While then we rejoice in the belief that a great improvement has been taking place in our primary schools, and while it may well be doubted whether the schools of Michigan are not fully equal to those of the same grade in any other State, it cannot be denied nor disguised that these schools fall far short of what they ought to be made. If a comparison be made of the results obtained in a few

of the best of the public schools, and of the time expended in all, it will be at once conceded that our schools are not accomplishing a tithe of what they might be made to accomplish with the same means and in the same time. Nay, we can scarcely withhold the conviction that many, very many, school terms are spent, absolutely without valuable result to the mass of pupils. They are barren fig trees which cumber the ground, and are entirely fruitless. Nay, more, they are often positively injurious, dwarfing and debasing the minds they should cultivate.

The fault of these things lies not generally, nor often, perhaps, with either teachers or parents. Whoever has associated much with the teachers of our State, will concede to the larger part of them honesty of purpose and a sincere desire for the welfare of their pupils. But there exists among us a great lack of general experience and information. The true aims as well as the best methods of instruction are but little understood. Nor is the art of teaching by any means yet perfect. The best schools are but single successful experiments, while the laws of a uniform and invariable success are still to be discovered.

But whatever be the causes, the fact remains plain, our schools are not accomplishing all or nearly all that might be accomplished with the same number of teachers and the same amount of money. With the 5,000 common school teachers at work in this State, employed at an expense of nearly half a million dollars, the whole juvenile population of the State might be thoroughly educated.

### 2. The Remedies.

With this state of our educational affairs before us, your committee would respectfully indicate the following as some of the most available remedies. Evidently one of the first and most important requisites for any sound advancement in our educational system is the diffusion of correct views of the whole theory and objects of school instruction, and the cultivation of an intelligent public sentiment in favor of Education. In our land public opinion is that "power behind the throne" which is mightier than the throne itself. No reform can be successful and permanent which is not demanded and sustained by public sentiment. In school matters the public opinion is confessedly low toned and often mistaken. In general it either lets the schools alone, or interferes to embarrass, and corrupt them. It by no means, demands a high education for the whole people, and but illy seconds, if it seconds at all, the efforts of the intelligent teacher.

Another obvious element of reform is the elevation of the character and qualifications of our teachers. It has been said with an evident wisdom, that "as is the teacher so is the school." It is the grand educational problem of the times, How shall we obtain the men and women, wise, commanding and pure, fitted by grace of character and grace of manners, to train the millions of children in this land? The coming of these men and women must precede any high advancement in the character of our schools. But their coming is not from abroad. They must be found in our midst and for the most part among the very teachers who now occupy our school rooms.

As a third remedy and one which will tend strongly to produce, if it does not necessarily involve the other two, your committee would suggest a thorough and intelligent supervision of the schools exercised by county or district superintendents. In our educational system, as in every enterprise in which a large number of men are engaged in a common labor, much of the success depends upon the employment of an intelligent and energetic supervisory agency. That the public schools should be subjected to an official supervision is a well established principle in every system of public instruction. Our present school law provides that the township board of inspectors shall appoint one of their number as school visitor, who shall visit each school at least once in each school term. It is not a new principle, therefore, that we urge; it is only a more efficient mode of doing what is already required to be done.

### 3. Our Present System of Supervision Defective.

It is a matter open to the lightest observation that while our present system fully recognizes the necessity of a thorough official superintendency of the public schools, practically it almost entirely fails to provide it. In many cases the schools are not visited at all. From the beginning of the term to the close, no visitor either official or private crosses the threshhold of the school room. And the visits of the inspector when made are nearly useless. Most of the inspectors have not that practical knowledge of teaching which alone can make their visits of the highest value; and when qualified, still their visits are so hurried as barely to permit them to see, without enabling them to benefit the schools. Except in a very few very marked instances in which the good done amply proves the utility of the labor, it may well be doubted whether the schools of the State are any whit better for any inspection they now receive. Nor is the examination of teachers, under the present system, of any more value. It is notorious that these examinations are often mere farces and are wholly inoperative in keeping out in competent teachers. If then the necessity of supervision, recognized by the laws, is real we may well ask the State to provide some adequate means to secure the end. Such adequate means your committee believe will be found in the establishment of the office of County Superintendent.

### 4. The County Superintendency will secure the requisite talent.

This office instead of requiring only a few hours snatched from the hurry of the incumbent's ordinary business, will demand his whole time and of course must receive a salary proportionate to services to be rendered. This together with the real dignity and importance of the office will, it may certainly be expected, command the services of gentlemen of distinguished learning and talent. Their steady prosecution of their official duties for month after month will give them facility in those duties, and an experience which cannot but prove of great value to the schools under their care. To this must be added, a steady contemplation of the great interests of education, will almost necessarily awaken that earnest enthusiasm upon the subject, which will make even small talents

commanding and successful. In support of these views we may point to the history of the office as it formerly existed in New York. Some of the most successful officers were men of but moderate talents, and yet very few paid any heed to their official duties who did not become zealous therein. Indeed we have heard it urged as an objection to the system, that it produced too great an excitement.

### 5. Other Advantages of the Office.

It will cultivate public sentiment. The dignity of the office will itself impress favorably the public mind, and will enable him who holds it to speak with an authority which the mere township inspector could never command. The mere presence of the County Superintendent, as he shall be passing from one part of the County to another, will favorably impress the people with a sense of the value and dignity of education, and when to this we add the popular lectures which such an officer ought to give, and the statements he might make of the actual state of schools throughout the county, we have a most effective agency for cultivating that public sentiment which we have already noticed as one of the main remedies to be sought for the defects in our public schools.

It is well remembered that in some of the counties of New York, during the continuance of this office in that State, old log school houses disappeared, tasteful buildings rose in their place, play grounds were fenced, shade trees set out, and district vied with district to make their school houses worthy of the important interests involved in them. The apathy of the public mind gave way to a fine enthusiasm, and the schools assumed in the public esteem the place their real importance demands.

Nor would the influence of the Superintendent end here. Upon the teachers of the county he acts with great effect. His inspection of teachers would be sound and discriminating. The elevation of the standard of qualifications, would compel candidates for the teacher's chair to seek a more thorough preparatory training; and if at the time of the semi-annual examinations of teachers the Superintendent should hold an institute for his county the effect must be to secure or prepare teachers of far higher qualifications than those now found in our schools. And this result would be insured by the visit of the Superintendent to the schools. Constant practice would enable him to detect, almost at a glance, any defects in the government or modes of teaching, while his experience would help to suggest the proper changes in such a way as to correct the evil without injuring the teacher, either in his own or the public regard. Under the care of such an officer we might hope to secure an order of instructors for the children of the State, such as are to be obtained in no other way. Such are some of the advantages of the system. A complete enumeration of all the advantages promised by it would require more time than we can venture to take.

### 6. The office has been tried.

It is no new thing that your committee recommend. The office was formerly tried in New York State for a period of four years. It is true that through some popular prejudices caused by defects in the system, it was abolished; but leading friends of education have never ceased in

their efforts for its restoration till finally they have succeeded. The appointment of a commissioner of schools for each assembly district authorized by the recent law of that State, is essentially a return to the system. Of the old system Hon. Henry S. Randall, formerly State Superintendent of Common Schools for New York, writes in a letter published in the August number of our Journal, "Indifference warmed into interest, and interest swelled into enthusiasm in our schools, and such I believe to have been the history of the County Superintendency in a large proportion of the Counties of the State,—everywhere where competent men filled the office."

In Pennsylvania the office has been established, and the following extracts from a letter we recently received from Hon. Thos. H. Burrows, formerly State Superintendent of schools, and now editor of the Pennsylvania School Journal, will show in what estimation the office is held there. "The office works well with us—*admirably*, whenever the right man holds it,—*well*, where even tolerably fitted,—and *badly*, where, incompetently,—except that in the last case the strife against it gives rise to discussion—thought on school affairs—which, whether for or against the common system, always produces good." "On the whole the County Superintendency has been the great move of the system with us. It has put more life and energy into it than any other measure since the establishment of the system."

### 7. Objections.

It has been objected that the office will be filled by mere politicians who will obtain the nomination of the party caucus. It may be replied that this objection lies with equal force against every office known to a republican State. Indeed in all the posts in which human agency is to be employed there must ever exist the risk of employing bad or incompetent men.

It may also be objected to on account of its expensiveness. In answer to this your committee believe it can be shown that the money now paid for the inefficient labors of the township inspectors would nearly if not quite pay the salary of the Superintendent. A county embracing sixteen fully settled townships now pays for the supervision of its schools from $400 to $600. The latter sum would pay the salary of the County Superintendent. But if the worth of the labors are to be considered, the expense will appear slight. The manufacturer who has a hundred hands employed, does not count it poor economy to employ another at a large salary to oversee the rest. If education is a valuable equivalent for the money it costs, then a measure that would double the efficiency of our schools, could not be counted too expensive even though it should double the cost. And who will say that any expense is too great which will render our public schools more efficient and useful?

If it still further be objected that a sufficient number of competent men to hold the office in the various counties cannot be found, we answer that it will certainly be as easy to find one competent Superintendent as to find from forty to sixty School Inspectors. Besides which it should be observed that a man soon acquires skill in that which he makes his business, and while it is scarcely possible that a township inspector

should attain any very thorough practical skill in that which is not his ordinary business, and which he is so seldom called upon to perform, the County Superintendent can scarcely fail to gain a high practical facility and fitness for his office even if such fitness was lacking at the time of his election. This remark supposes of course that he has the requisite literary and moral qualifications to begin with.

If there be any serious apprehension still that a sufficient number of fit men can not be found to fill the office in all the several counties of the State, men who to the necessary learning shall add the necessary tact and sound judgment, it must be remembered that the office once having been created the fit men will rapidly appear. There are scattered at this hour throughout the State, engaged perhaps in small and obscure schools, men of true talents and earnest purposes who would be called forth by the emergency and would be found fitted to the office. The reader of human history cannot but have remarked how out of every crisis there has sprung the men to meet it, and the general law would it is believed but find another fulfilment here.

In presenting, finally, the memorial they were instructed to prepare, your committee would reiterate their conviction that no other measure of reform, of like promise or of like importance now demands the attention of the friends of popular education. Its adoption by the State must result in a large and rapid advancement in the interests of general learning. We earnestly bespeak therefore in behalf of this measure, the serious attention of this association. It is fit that the State Teachers' Association should assume the advocacy of so wise and beneficent a measure of reform. What other agency will so much aid to inaugurate that grand and glorious reign of universal education towards which the labors of this association are designed to tend? The day that shall witness the establishment of this office will, we believe, be a proud one in our educational history. We would not speak extravagantly nor indulge in day dreams, but we shall hail it as the day dawn of a brighter and better future in our educational movement, a future in which our schools shall rise to a might of influence and a splendor of development which shall make them the fit nurseries of a free people.

(After an earnest discussion, in which every one favored the measure, the subject was recommitted and the committee having been enlarged was instructed to report a definite plan of Superintendency at the semi-annual meeting.)

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R. W. EMERSON says: "A man may teach by doing, and not otherwise. If he can communicate himself, he can teach; but not otherwise by words. He teaches who gives, and he learns who receives. There is no teaching until the pupil is brought into the same state of principle in which you are."

LOGIC.—Carlyle defines logic as "where the truths all stand in a row, each holding by the skirts of the other."

# Youths' Department.

## THE STREET OF BYE-AND-BYE.

BY MRS. ABDY.

"By the street of 'Bye-and-Bye' one arrives at the house of 'Never.'"—*Old Saying.*

O! shun the spot, my youthful friends, I urge you to beware;
Beguiling is the pleasant way, and softly breathes the air;
Yet none have ever passed to scenes ennobling, great and high,
Who once began to linger in the street of Bye-and-Bye.

How varied are the images arising to my sight
Of those who wished to shun the wrong, who loved and prized the right
Yet from the silken bonds of sloth they vainly strove to fly,
Which held them gently prisoned in the street of Bye-and-Bye.

A youth aspired to climb the height of Learning's lofty hill;
What dimmed his bright intelligence—what quelled his earnest will?
Why did the object of his quest still mock his wistful eye?
Too long, alas! he tarried in the street of Bye-and-Bye.

"My projects thrive," the merchant said; "when doubled is my store,
How freely shall my ready gold be showered among the poor!"
Vast grew his wealth, yet strove he not the mourner's tear to dry;
He never journeyed onward from the street of Bye-and-Bye.

"Forgive thy erring brother, he had wept and suffered long,"
I said to one, who answered—"He hath done me grievous wrong;
Yet will I seek my brother, and forgive him, ere I die;"
Alas! Death shortly found him in the street of Bye-and-Bye!

The wearied worldling muses upon lost and wasted days,
Resolved to turn hereafter from the error of his ways,
To lift his grovelling thoughts from earth, and fix them on the sky;
Why does he linger fondly in the street of Bye-and-Bye?

Then shun the spot, my youthful friends; work on, while yet you may;
Let not old age o'ertake you as you slothfully delay,
Lest you should gaze around you, and discover with a sigh,
You have reached the house of "Never" by the street of Bye-and-Bye!

—*Ladies' Companion.*

THINGS are not to be done by the effort of the moment, but by the preparation of past moments.

HOW TO MAKE EGGS DANCE.—Boil an egg hard, and break off a little piece of the shell at either end; then thrust in a quill, filled with quicksilver, and sealed at each end. As long as the egg is warm, it will continue to dance.

A SLATE KEEPING SCHOOL.—Harriet K. Hunt relates the following incident in a recent work. It is an example of self-government, which, we doubt not, will be suggestive to other teachers:

"A cousin of mine, in Charleston, having passed away, it became proper that I should attend her funeral. It was school afternoon; I did not dismiss the scholars, and, as they disliked a monitor, I hit upon the following plan of leaving them. I placed in the chair the large old-fashioned slate (it had been my father's,) wrote on it the names of the scholars, in the order in which they sat, arranged the needle-work and reading—for I always had some interesting work read aloud by some elder pupil every afternoon—and then said: 'Now, my children, when the clock strikes five, leave your seats orderly, go to my chair and place on the slate, by each of your names, a *unit* for good behavior, and a *cross* for bad. When I return, I shall anxiously look at the slate; and the next morning, when you are all assembled, I will read the list aloud, that everything may be confirmed. But I *trust* in you.'

"On my return I visited the school-room, and found but one *cross* on the slate, and that where I least expected it, appended to the name of a beautiful, open, bright, brave child, who then promised much for the world—the fact of her having rich parents being her greatest drawback. She was the last child in the school I should have thought capable of any misconduct. Well, the next morning came; the list was read; it proved truthful; but, when I came to this name, I said: 'My dear child, you must explain; why is this?—what did you do?' Looking up to me with those soulful eyes, and speaking with a soulful tone, which ever made her an object of sacred interest, she replied: 'I laughed aloud; I laughed more than once; I couldn't help it, because *a slate was keeping school.*

GOOD FOR EVIL.—An old man, of the name of Guyot, lived and died in the town of Marseilles, in France. He amassed a large fortune, by the most laborous industry, and the severest habits of abstinence and privation. His neighbors considered him a miser, and thought that he was hoarding up money from mean and avaricious motives. The populace pursued him, wherever he appeared, with hootings and execretions, and the boys some times threw stones at him. In his will were found the following words: "Having observed, from my infancy, that the poor of Marseilles are ill supplied with water, which can only be purchased at a great price, I have cheerfully labored, the whole of my life, to procure for them this great blessing; and I direct that the whole of my property shall be laid out in building an acqueduct for their use."

TO MAKE RAISED FIGURES ON EGGS.—Draw any figure on the shell with melted tallow; then immerse the egg in strong vinegar. Let it remain till the acid has corroded that part not covered with tallow, when the figures will appear in relief.

"BEFORE we censure a man for what he is *not*, we should be sure that we know what he *is*.

THE TEMPLE OF SERAPIS.—M. Auguste Mariette has been for years past employed by the French Government in making researches in Egypt. Most of his labors have been spent in the excavation of the famous Temple of Serapis. A correspondent of the Journal of Commerce says:—*U. S. Journal.*

"He has completely cleared the Serapeum of the sand under which it lay buried for so many centuries. The fusion of Greek and Egyptian art at various periods is established by a number of statues which were among the images of Serapis. Sculptured representations of Alps were found by the side of statues of Pindar, Homer, Lycurgus, Pythagoras, Plato and Euripides. An alley or avenue of six hundred sphynxes is terminated by a series of figures representing the principal Hellenic divinities—genii placed in Egyptian manner—or animals that symbolize those divinities. The most important of M. Mariette's discoveries was the tomb of Apis, a monument excavated entirely in live rock. There are a hundred vast chambers, the ensemble of a real subterranean city. They supplied the discoverer with a multitude of *stetes* (monolyths, statuettes, images of all dimensions and of every age,) deposited by the ancient Egyptians in the chambers and compartment of the funereal structure as tokens of their pious devotion to the mummy of the god worshipped at Memphis. There are epitaphs forming a chronological record of the Alps buried in the common tomb. The sculpture is of the date of the pyramids, and the statues are in the best state of preservation; the colors are perfectly bright; altogether the execution is admirable, and they convey an exact idea of the physical character of the primitive population."

A GOOD IDEA.—A father, whose son was addicted to some vicious propensities, bade the boy to drive a nail into a certain post whenever he committed a certain fault, and agreed that a nail should be drawn out whenever he corrected an error. In the course of time the post was completely filled with nails.

The youth became alarmed at the extent of his indiscretions and set about reforming himself. One by one the nails were drawn out, the delighted father commended him for his noble, self-denying heroism, in freeing himself from his faults.

"They, are all drawn out," said the parent.

The boy looked sad, and there was a whole volume of practical wisdom in his sadness. With a heavy heart he replied:

"True father; but the scars are still there.

Parents who would have their children grow sound and healthy characters, must sow the seed at the fireside. Charitable associations can reform the man, and perhaps, make a useful member of society; but, alas! the scars are there! The reformed drunkard, gambler and thief is only the wreck of the man he once was, he is covered with scars—dishonorable scars—which will disfigure his character as long as he shall live.—*Selected.*

MARBLE.—This is a genus of stone that admits of a brilliant and beautiful polish. Marble effervesces with acids, and will not strike fire with steel. It calcines in a moderate fire, and affords quicklime.

Brard divides marble into different classes, each of which has eight eight sub-divisions:

1. Uni colored marbles: including only the white and black.
2. Variegated marbles: those with irregular spots or veins.
3. Madreporic marbles: presenting animal remains, in the shape of white or gray spots, with regularly disposed dots and stars in the center.
4. Shell marbles: with only a few shells interspersed in the calcareous base.
6. Cipolin marbles: containing veins of greenish talc.
7. Breccia marbles: formed of a number of angular fragments of different marbles, united by a common cement.
8. Pudding-stone marbles: a conglomerate of rounded pieces.

It is impossible to enumerate all the different kinds of marble here. The antique marbles are among the most beautiful. Among these are the Parian, called *lychnites* by the ancients; the white marble of Carrara, of which many ancient statues yet remain; black antique marble, the *Nero antico* of the Italians; red antique marble, *Egyptum* of the ancients and *Rosso antico* of the Italians, a beautiful blood-red colored marble, interspersed with white veins; green, yellow, and white antique marbles, &c.

A fine variety of marble is obtained in Vermont, called the verd antique, which much resembles some of the ancient marbles. Of our other modern marbles it is not necessary to speak particularly.—*U. S. Journal.*

THE BOY IS FATHER OF THE MAN.—Soon after I was settled in the ministry, I was appointed a member of the school-committee of the place. In my frequent visits to one of the schools, I took notice of a boy whose clothing was was very coarse and showed many patches, but still was clean and neat throughout. His habits were remarkably quiet and orderly, and his manners correct. His disposition was evidently generous and kind, and his temper mild and cheerful, as he mingled with his schoolmates at play, or joined their company on the road.—When I saw him last in New England, he was on his way to school.—His appearance still bespoke the condition of his poor and widowed mother, and his hat was but a poor protection against either sun or rain; but as I passed him, he lifted it with an easy but respectful action, a pleasant smile, and a cheerful "good morning," which, unconsciously to himself, made the noble boy a perfect model of genuine good manners. His bow, his smile, and his words, all came straight from his true, kind heart. When last I saw him, thirty years had passed, and I was on a visit to the West. The boy had become a distinguished lawyer and statesman; but his bow, and his smile, and his kind greeting, were just the same as those of the barefooted boy with the poor hat.

SUGAR.—Senator Slidell says that the sugar crop of Louisiana for several years past has fallen off from four hundred and sixty or seventy thousand hogsheads to probably this year not more than one hundred and twenty thousand hogsheads. One cause which gives rise to great apprehensions on the part of the planters of Louisiana is the supposed deterioration of the cane. It cannot be planted from seed, but must be reproduced from the cane itself, which germinates from the eyes. It is necessary to introduce new plants, and to do this conveniently vessels must pass directly to where the cane is to be planted, so as to avoid frequent handling, which destroys the eyes of the cane. The Senate, in view of this information, very readily passed, on Mr. Slidell's motion, a joint resolution to authorize vessels so to pass without unloading at New Orleans. Mr. S. also asked an inquiry, which was granted, that the Committee on Agriculture report upon the expediency of making a specific appropriation for the importation of seed sugar-cane for gratuitous distribution to the planters of the United States.

TO MEASURE HAY IN MOWS.—The editor of the New Jersey Farmer says that he has proved the following rule for finding the number of tons of hay in a given bulk:

"Take a mow of 12 or 15 feet in depth, and which has been filled with hay, as it was drawn from the field, and has been laying till Spring, and measure the length, breadth and height in feet—multiply them to get the cubical contents. For instance—the length is 20 feet, breadth 40 feet, and height 16 feet—20 times 40 makes 800, multiplied by 16, equal to 12,800 cubic feet, which, being divided by 700, the number of feet that make a ton of 2,000 lbs., will give 18 tons 200 lbs. The top of a mow, say about one-third, we rate at 800 feet to the ton, the middle 700 feet, and the bottom of the mow at 600—so the whole bulk would average 700 feet, if the mow is 12 or 15 feet deep, but if only 5 or 6 feet deep, count 800 feet for a ton, and so accordingly with other bulks."

HOW THE SUBMARINE TELEGRAPH CABLE IS MADE,—The process of making this cable consists in taking copper wire, of a small size, of the requisite length, and completely insulating it, by means of gutta percha. Three copper wires, thus enveloped, are placed together, side by side, in as compact a space as possible, all the interstices between them being filled with rope yarn. These three insulated wires are then twisted around each other, by means of machinery, as in the strans of a rope, and the whole completely surrounded by another envelope of gutta percha. A transverse section of this cable gives the appearance of a solid gutta percha rope, in which appears three copper wires, running through its whole length. This is enveloped by twelve distinct large iron wires, running parallel to it, which are strongly twisted around the gutta percha rope, as before, by means of machinery, at an angle of 45 degrees; this is then smeared with tar, and is ready for use. Its diameter is an inch and a half.

EARTHQUAKES.—There are two theories respecting the cause of earthquakes.

1st. The igneous theory, which maintains that this earth was once a molten fiery ball, and that its interior is still a fiery mass, and is sometimes caused to generate waves, which produces oscillations on the earth's surface.

2d. The electric theory, which attributes the shocks to disturbed magnetic action in the crust of the globe—that the shocks are nothing more than powerful electric shocks.

As earthquakes are local, they who dispute the igneous theory assert that, if the interior of the earth were a molten mass, and earthquakes were caused by waves of the fluid, then the oscillations would be felt equally strong on every part of the earth's crust.

ANECDOTE OF DR. JOHNSON.—The great lexicographer having wearied the expectation of the trade for his long promised work, and no less the patience of his publisher, who had already advanced him, in various sums, the amount of £1,500, he was induuced, on receipt of the concluding sheet of his Dictionary, to send to the doctor the following:—"A. Millar sends his compliments to Mr. Samuel Johnson, with money for the last sheet of copy of Dictionary, and thanks God he has done with him." To which our author replied, "Samuel Johnson returns compliments to Mr. Andrew Millar, and is very glad to find (as he does by his note,) that Mr. A. M. has the grace to thank God for anything."

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## QUESTIONS AND PROBLEMS.

1. Given a hollow cone, 9 inches in diameter at the base, altitude 15 inches, at what distance from the base must it be cut, by a plane parallel to the base, in order that a sphere 6 inches in diameter, placed upon the section shall sink one third of its solid contents below the line of intersection?

2. John and William went to gather nuts agreeing to share equally; but after half the day had passed they concluded each to gather for himself alone. John got in all a peck, and found that he had only four fifths as many as he would have got had they kept to the first bargain; how many had William.

3. If a boy can pick up 3 apples in a second how many bushels can he gather in an hour, supposing the apples to be 2 inches each, in diamter? How many in twelve hours?

## QUESTIONS TO OUR CLASS.

1. Why is the Northern Hemisphere warmer than the Southern?
2. What is the color of air?
3. Where is the loftiest carriage road known on the earth?
4. What are the component parts of common air?
5. What is the most abundant simple substance known?
6. In what two regions of the earth do hurricanes occur?

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# Editor's Table.

If July is the month of college commencements, and the time of swarming A. B's., August is in a fair way of getting itself distinguished as the month of educational associations,—the month when the school masters are abroad. This year has distanced its predecessors both in the number and generally in the interest of its educational meetings.

First came the N. Y., State Teacher's Association at Troy, Aug. 5th, when the pedagogues of N. Y., turned out in full force and are said to have had a meeting full of interest. Next followed the meeting of the American Association for the advancement of Education, held in Detroit Aug. 12th,—15th. This meeting was not as large as we anticipated, but the proceedings were interesting. Valuable papers were read and excellent debates were had upon some of them. President Andrews of Kenyon College was elected President, and the next meeting appointed to be held at Albany, 2d Tuesday of August, 1857. Following hard on this meeting came the fourth convention of the instructors of the Deaf and Dumb, held at Staunton, Va., Aug., 15th.—We have no report yet of their doings.

The third week of August was filled with meetings: "The American Association for the advancement of Science," at Albany, the American Institute of Instruction at Springfield Mass., Aug. 19, our own State Teachers Association at Ypsilanti, the Wisconsin Association at Beloit, the Indiana State Teachers' Association at Lafayette, and we know not what others.

The session of our own Association was by common consent one of the best meetings yet held in the State. A large number of teachers embracing many of the most prominent men of the State, were in attendance, and a spirit of enlarged inquiry prevailed boding the happiest results to the State. The proceedings will appear in our next.—Another day added to the session, would have allowed time for fuller debates and added much to the value of the proceedings.

J. A. B. Stone, D. D. President of Kalamazoo College was elected President for the ensuing year, and Hon. Ira Mayhew, J. M. Gregory, Geo. M. Dewey, of Buchanan, and Mrs. L. H. Stone, of Kalamazoo, Executive Committee. The name of the other officers will appear in

the published proceedings. Twelve Corresponding Editors were elected for the year whose names will be found on our cover. The citizens of Ypsilanti generously extended their hospitalities to the members and the session closed up with a collation at one of the public halls, where amidst toasts and speeches and full hearted hilarity, the fatigues of the session were forgotten, and many a kindly feeling, we trow, grew strong between hearts hitherto strangers. At last our State Association begins to realize its long promised utility, and we cannot but believe it will prove an instrument of great power in the promotion of education throughout our State.

SUPERINTENDENT OF PUBLIC INSTRUCTION.—The two great political parties of this State have at length made their nominations for State Officers. The advocacy of the tickets at large and of the measures of their respective parties, we leave to the political press, but we should be derelict in duty to the great educational interest of the State should we fail to speak plainly of the candidates for the highest educational office in the State. Of the present incumbent, Hon. Ira Mayhew, now a candidate for re-election, we need say but little. His laborious and indefatigable industry in the discharge of his official duties, his life-long interest in educational affairs, his experience and reputation as an educator and the purity of his moral character are matters of common fame. Francis W. Shearman, the rival candidate, bears the reputation of good talents and excellent temper, but if common report speak true, he furnishes another example of a fine nature sacrificed to the demon of strong drink. Towards Mr. Shearman, personally, we have no reason to entertain any other than feelings of entire courtesy, but we should regard his election to the office for which he is nominated as a great public calamity, and in speaking thus we believe we truly represent the feelings of almost the entire body of Michigan teachers.

☞ The address of B. B. Northrop, Corresponding Secretary of the Michigan State Teachers' Association, is Detroit.

ANSWER to Correspondent. Barnard's American Journal of Education is published at Hartford. Price $3 a year.

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OBITUARY.—Another teacher has passed away. Harvey Jewett, died July 10, at the house of Dr. L. Jewett of Lima, Washtenaw County. His health had been impaired by his too earnest and exclusive devotion to his studies, and an excitable state of the nervous system induced which exposed him to constant danger from sudden shocks. A false rumor that his brother had been shot in Kansas completed the work, and he fell a victim to the disorder of the times. As a teacher he was earnest, able and efficient, and was already establishing an honorable renown. In his death, society has lost a noble helper and the world a generous and excellent man.

# Literary Notices.

Ancient Monasteries of the east, by Robert Curzon, Jun. A. S. Barnes & Co., New York.

This book records certain travels in the East, throughout Egypt, Arabia &c., in which the author went groping about through old monasteries in search of old manuscripts. These old monasteries of Arica and Asia, linked as they are between the present and earliest ages of christianity, and amongst the most interesting monuments of eclesiastical history. Many of them were built before the great declensions of the western churches, and have brought down in an independent channel the rites and doctrines of the early christians. Perched upon an inaccessible mountains, to which the traveler is elevated by meaas of ropes and baskets, or hidden in clefts of the rocks, the tides of Saracenie war has swept around without destroying them, and for century after century the simple mieded Monks have clung to their retreats undisturbed save by an occasional attack from the wild Arabs.

The story is pleasanly told and interpersed with anecdotes. It would prove an interesting book for our libraries or for any person who is seeking information on the matters on which it treats, for sale by Kerr & Co., Jefferson Avenue., Detroit.

Cornell's High School Gergraphy and School Companion Atlas, D. Apleton & Co., New York.

We have before us, with the above title, one of the largest and best school geographies it has been our lot to examine. It completes the series of Cornell's Geographies, of which the primary and intermediate books have been sometime before the public. The geography and atlas in this last of the series, are separate. The geography is full and embraces besides other improvements, a treatise on Physical Geogrnphy. The Atlas is large, and as a marked advantage, we notice two setts of maps, the first being mainly outlines for stuay, the othors full and minute for reference.

Brown's Improved Grammar. The first lines in English Grammar. The Institutes of English Grammar by Goold Brown. S. S. & Wm. Wood, New York.

Goold Brown occupies a high place in the ranks of English Grammarians. Those who prefer his books will be glad to learn that he has issued an improved edition.

" Putnam's Monthly, Household Words, and the Schoolfellow. These three periodcals are unsurpassed in their kind. The Schoolfellow is a perfect gem of juvenile literature, Dicken's Household Words are full of fine interest, and Putnam's Monthly is one of the most sterling periodicals ever published. Enquire for them at Roy's near the Post Office, Detroit.

United States Magazine. This magazine has changed its form from the quarto to the octavo, and in its new garb bids fair to become one of the most popular of American magazines. It is but little less in size than Harper's, and is very fully illustrated. The articles are of a practical and useful character and such as every American family will be interested in. A finely illustrated description of the Capitol at Washington runs through upwards of 30 pages of the July and August numbers, and a treatise on American Ornithology by John Cassin, with illustra.ions, has been begun.

It is published by J. M. Emerson & Co., N. Y. Price; $2 a year. The volume begins with July.

The same pulishers issue also the United States Journal, a large and excellent monthly Newspaper for 50 cents per annum.

MICHIGAN JOURNAL OF EDUCATION,
AND TEACHERS' MAGAZINE.

VOL. III. OCTOBER. NO. X.

# ON THE IMPORTANCE OF THE STUDY OF NATURAL HISTORY.

Read before the Michigan State Teachers' Association, Ypsilanti, August 19, 1856.

The committee to whom was referred the question of the importance of the study of Natural History beg leave to report as follows:

The committee regret the necessity for treating so great a subject in so few words as must properly restrict a paper of this kind. In the contemplation of the various relations of the different branches of Natural History in all their breadth and height and depth and complicateness the subject swells into a magnitude which almost causes us to shrink from our task, and we feel that nothing short of a volume—and such a volume as has not yet been written—can suffice to give even the outlines of the matter. To treat so important a subject and one so imperfectly understood in a too brief or inadequate manner, would defeat instead of securing the object of the Association in the appointment of the committee. Still, we believe that something may be profitably said, and ought to be said, in vindication of the claims of Natural History upon the attention, not only of the liberally educated but of all projectors of schemes of popular education.

In glancing at this question however we shall not have time to adduce many facts or state principles at any length. We can do little more than lay down general doctrines and give utterance to our own convictions in connexion with the various bearings of this great and interesting subject. The grounds of our opinions could scarcely be appreciated without going over the whole domain of Natural History; but we are thoroughly convinced, both from reason and observation, that doubts of the extent and value and sublimity of the relations of Natural History will vanish just in proportion as a knowledge of the subject advances.

For the sake of brevity we shall embrace under the single term Natural History, the sciences of Geology, Mineralogy, Zoology and Botany. In considering the tendency of the cultivation of these sciences, we may regard them either *as a means of mental and moral culture*, or *as furnishing us with a supply of valuable knowledge*. The importance of Natural History has generally been estimated on the latter basis, and that even has most commonly been restricted to the economical phase

of the case, but we are inclined to think that as a means of mental discipline and of moral cultivation it possesses a degree of importance that has only been brought to light with the progress of these sciences, and which has not yet attained to its proper and destined recognition. It is obvious that the modes of study and research employed by the naturalist are widely different from those of the mathematical or classical student. The mind possesses faculties and is capable of modes of development which are not elicited by the theorems of mathematics, or the study of grammar and exegesis. Natural History alone supplies the complementary culture, and it is obvious that any scheme of general education to be just to the mind itself, must provide means for the harmonious development of all its faculties.

It may be worth the while for us to state at once our profound convictions of the indispensableness of the classics as a means of liberal culture. They have their peculiar and exclusive province in the development of the powers of the mind; and all the reasons drawn from the reflex results of the study of Natural History in support of our main proposition, would be equally applicable were we advocating the claims of the classics to a share in the work of mental and moral discipline. Moreover, the natural sciences have made more use probably of the Latin and Greek languages, especially in the construction of their nomenclature, than all other sciences together, and it could hardly be expected that he who has the welfare of Natural History at heart could lightly estimate the direct importance of cultivating so valuable auxiliaries,—to say nothing of the likelihood of his appreciating that æsthetic and higher culture which always flows from the critical study of those polished and noble languages of Greece and Rome—the vernaculars of Aristotle and Pliny.

And in regard to the mathematics it can hardly be necessary to say, that their methods, which place in our hands the means of investigating not only quantity but all those forces and efficiencies in nature which admit of definite measurement; which conduct us everywhere to clear and concise apprehensions of the hidden laws and relations of things, and which furnish us with a language for expressing with the utmost brevity, the most complicated combinations, reactions and interactions of the primary forces—ought everywhere to be made the preparatory study to every department of science, art or business. And all along the course of his researches into the mysterious agencies which operate in nature, the student of Natural History ought to call to his aid the powerful and perfect enginery of the mathematics. Besides it is universally conceded that no discipline is better adapted to call out the logical powers of the mind than the close study of mathematical processes.

But with all the indispensableness of those branches of learning which have always, since the revival of letters, been made the staples of every liberal course of study, it appears to us that the exclusive confinement of the student to these during the important years in which his mental character is forming, can have no other effect than to give his mind a partial and distorted development. And this arises from the limited range of faculties which these studies bring into requisition.—

The study of the classics, so far as their effect upon the mind is concerned, is principally adapted. 1st. To strengthen the verbal memory. 2d. To develop the powers of criticism. 3d. To polish the taste and liberalize the tone of the mind. In the *philosophical* study of language, we have something more. Here the philosophical memory is brought into requisition and the reasoning faculties find wide scope. But the philosophical study of language is hardly attained to by our undergraduate students. We appeal to any teacher of the classics, whether nineteen twentieths of the time employed by the student during the first four or five years of his study of the classics are not devoted to mere grammatical points—a narrow round of verbal criticisms, ingenious glosses, and the mechanical citation of parallel passages. It is not till the closing years or months of his classical study that the student is prepared to enter upon those higher views of language so well adapted to educate the higher faculties of the mind. Is it right?—is it just, we would ask, during all these plastic years to allow the powers of observation, of imagination, of induction to lie unaroused? We value highly the discipline which the study of the classics is calculated to confer. We protest resolutely against the conceit that anything can adequately take the place of classical study during the earlier years of pupilage. But we protest equally against the time-honored *usurpations* of classical study, to the exclusion of a more liberal range of topics.

The mathematics are still more restricted in the number of faculties which they call into the field. If the mere linguist has failed to preserve a proper balance among the several powers of the mind, the mere mathematician has failed to qualify himself for the commonest duties of life. A mind so developed all in one direction, like a full-grown head on a lilliputian body is a fit subject for pity and deprecation.

But yet it must be said that the faculties which come under training in a course of mathematics are of the very highest order; and when the mind rises above the mere mechanical operations, and begins to take in a view of the bearings and relations of great mathematical principles in all their generality and scope, it becomes filled with emotions of the utmost grandeur and delight. Still, the breadth of mind and high moral tone developed by the higher capabilities of the mathematics are things to which the great majority of persons must forever remain strangers.—It is permitted to but few to attain to the mastery of those great and sublime generalities to which the logic of the mathematics conducts.—Condensed within the compass of a simple formula may lie expressed the law which binds world to world and atom to atom, but to grasp its whole import, demands the most protracted culture of the most extraordinary endowments.

But how infinitely below this is the range of labor and intellect attained in the mathematical studies of nearly all our undergraduates!—Is it not notorious that very few indeed ever manifest so much genius for the mathematics as to rise to the enjoyment of the gist and poetry of a trigonometrical formula? To the great multitude besides, the whole succession of mathematical studies, from the first chapter of algebra to the last page of calculus, is a dull, incoherent, unalleviated infliction of

vague and useless abstractions. Now we do not say that to even the dullest algebraist the study of algebra is useless, but we submit whether it would not be better to relieve the tedium of the dull daily round of Latin, Greek and Mathematics by the admission of studies whose elements are a little less taxing to the powers of memory and abstraction and which should more equalize the chances for culture to all the powers of the mind. Besides, if it should happen that the student possesses but little aptitude for either the classics or the mathematics it may be that he possesses great aptitude for the elements of Natural History; and granting him the privilege to shine as a scholar in something which he likes would be likely to alleviate the disheartening effects of bad success in his other studies. So besides attaining to a more equable development of mind, there would be a reflex moral effect felt by his classical and mathematical study.

What now are the capabilities of Natural History on the question of early mental discipline?

The attainment of a knowledge of Natural History may be said to consist in the collecting together of as many facts as possible and the submitting of them to the processes of rigid induction with a view of deducing their inherent relations. Here then, primarily, is use for the powers of observation and of reasoning. But the nature of the subjects studied is such that the development of other susceptibilities of the mind assumes an equal importance. These researches lead us into the presence of the most beautiful and charming objects of nature, and keep our imaginations excited with visions of novelty and loveliness.—They conduct us into the deep defile, the tangled gorge, the solemn forest—they invite us into the company of towering precipices and beetling cliffs the cradle of storms—they send us down through the dark waters of the sea to explore the ocean's bed, and into the deep recesses of the earth to pry into the secrets of nature; and in all these places, wherever we go, we find food for solemn and sublime contemplation. In the changes and revolutions of our planet, they carry our minds back over intervals of time which place our apprehensions on the utmost stretch, and reveal to us forces, in the contemplation of which our minds rise to the highest pitch of sublimity, and are constrained to bow in humble acknowledgement of that Infinite whose presence is everywhere. And finally, having run up and down the whole range of events, and traced the chain of connexion from beginning to end—or having followed out the bond of dependencies and affinities which runs through the whole series of animated or vegetable existence, not only from the highest to the lowest forms of *existing* beings, but from the earliest dawn of organic life upon our earth to the noonday of its development—then we arrive at the great moral of this grand series of researches. Simple in its elements, so that every child can apprehend the study; broad, severe and exalted in the logic of its inductions, so that the most capacious intellect may find a theater for the play of all its powers, Natural History reaches the summit of its beneficent tendencies upon the mind, by impressing it, as no other study can, with a profound sense of the power, the unity, the wisdom, the goodness and the infinitude of that Being

whose attributes are inscribed upon every page of the Book of Nature.

The pleasure of presenting the facts and illustrations which give point and force to these general statements, we must forego for want of time.

Is it replied that these grand results of the study of Natural History are attainable only by master minds and adepts in this department of learning? We would call to mind the fact that though the profoundest naturalist rises to the most exalting conceptions of Nature, yet there always exists this difference between the earlier studies of the naturalist and those of the mathematician or classical student, namely; that while the latter is for several years confined to the alphabet, the dry rules and formulas of the subject before it is possible from the nature of the case to apply them to the development of the first grand generalization, the student of nature is permitted almost from the outset of his observations, to connect fact with fact, and to begin to draw out, so far as his own powers permit, some of those broad ideas which impress the face of organic existence and constitute it throughout, a grand system of relationships.

And again, the nature of the very earliest studies is such as to *divert* instead of *wearying* the mind. Take that youth, fagged, and perhaps disgusted with a week's poring over the genders of Latin nouns—the rules and exceptions, and exceptions to exceptions, and conduct him into a properly arranged cabinet of shells. What a changed and delightful scene is before him! First of all he is called upon to exercise his eyes. This, to everybody is an *agreeable* exercise—and *how* agreeable, where the objects before us are possessed of such gracefulness of outline, such endless variety of form and size; and such diversified, and exquisitely delicate tints. Everything at first appears beautiful, wonderful, but confused. At this point the casual visitor leaves the collection, satisfied with the mere sensuous enjoyment. But let our classical or mathematical tyro linger awhile. He has an hour or two to spare from his severer studies, and he now begins to contemplate certain portions of the collection more attentively and closely. It might have seemed to him at first that the cabinet had been arranged with very little reference to effect. Large and small, pink and purple, white and brown, smooth and rough, shells from the Mediterranean and shells from the Pacific, seem placed indiscriminately together. But now he begins to perceive one of the higher principles of arrangement. He notices that in one part the shells are all composed of one piece, that is, *univalve*, while in another part they are composed of two pieces and are *bivalve*. He is now informed by a friend at hand that the animals which inhabit these two classes of shells were organized upon plans in many respects entirely different. The occupants of the univalve shells possessed a head; many of them possessed eyes; and some breathed air like a quadruped. From the underside of their body which they protruded from the shell, proceeded a soft fleshy expansion called the *foot*, by means of which they glided smoothly over any surface. He is told these animals are called *gasteropods*, and is referred to the well known *snail* as an example. To make it all perfectly clear, and to impress the general structure of the *gasteropoda* upon his mind, he is shown at

once, in another part of the cabinet the body of a *gasteropodous mollusc* preserved in alcohol. Without an effort, and while he has only been gratifying his curiosity, the name and the thing signified have both been impressed upon his mind.

The occupants of the *bivalve* shells, he is informed, never breathed air, they possessed no head and hence are called *acephalous*. He is shown the common *fresh water clam* as an example of the *acephala*.—He learns to distinguish the right and left of the animal and the shell, as well as the anterior and posterior margins, and gathers in a few minutes several important items of knowledge which he will carry with him through life.

Again, his eye glances up and down the ranks of the *gasteropoda*, and is struck with the gentleness of the gradations which separate the extremes. At the head of the series stand the terrestrial air-breathers, then the aquatic air-breathers, then those which respire water; and passing on among the ranks of the *acephalous* molluscs, which he now reaches, he finds first in order those which possess the power of locomotion *(Lamellibranchs,)* then those deprived of the power of locomotion *(Brachiopods* and *Tunicata,)* and lastly those which are not only headless, senseless, footless and motionless, but which in their entire structure exhibit indications of an approach to the sub-kingdom of corals and their kindred *(Bryozoa.)* Our supposed fugitive from Kuhner and Euclid is now prepared to receive the following generalizations:

1st. Nature avoids sudden transitions, but passes from type to type by the easiest gradations, or,—in order that our tyro may not forget his Latin,—*nihil per saltum*. Like the colors of the rainbow, though each in its full development is clearly distinct, each exhibits, as we approach the boundary lines, symptoms of our proximity to a different type.

2d. The habit of ærial respiration indicates superiority of rank.

3d. The possession of the power of locomotion indicates superiority over those animals which are fixed in their *habitats*.

By a true process of induction to which even now our youth feels himself impelled, he begins to inquire whether these laws are indeed general. He turns his attention to the sub-kingdom of animals possessed of a backbone. He perceives here four great types—Mammals, Birds, Reptiles and Fishes,*—which are so decidedly distinct and possessed apparently of anatomical elements so dissimilar and incompatible that he is tempted to pronounce at once that here must exist wide gaps; but being reminded that the student of nature is required to observe closely and not to be hasty in his conclusions he sets himself to examining the neighborhood between the reptiles and fishes. By a few glances he is taught the lesson of carefulness in making his inductions for here at hand

*In order that our readers may be possessed of the very latest results of zoological research, we embrace the opportunity to add that at the late meeting of the American Association for the Advancement of Science, at Albany, Prof. Agassiz announced that he had found satisfactory reasons for dividing the Vertebrata into five classes instead of four, viz: Mammals, Birds, Reptiles, Batrachians and Fishes—the fourth class embracing Frogs, Toads and scaleless "Lizzards."

he sees an animal, which, though like fishes it is destitute of feet and breathes by gills, yet like reptiles is destitute of fins and possesses an exceedingly elongated body. Close by is an animal equally destitute of fins and possessed of an elongated body. It also breathes by gills, but what strikes his attention is the fact that it possesses two feet like a lizard attached to the sides of the body just behind the gills *(Amphipneurta.)* The attendant of our young amateur, now, from some specimens of the hearts of fishes and reptiles preserved in alcohol, demonstrates that between these two animal forms—the *eel* and the *siren*—he has crossed the line which separates the reptile from the fish. And so he has; for the very next specimen in the collection is an animal almost precisely like the last, except that it possesses four feet instead of two *(menobranchus.)* The next not only possesses four feet but actually breathes air *(salamanders)*—it is a "lizard," so called (improperly) and confessedly a reptile.

Well, how is the *nihil per saltum* principle borne out in respect to the gap between mammals and birds? Nothing can be more unlike than a cow and a canary bird. But, strange to say! right in the expected breach stand the *ornithorhyncus* and *echidna*, two animals which unite so marvelously the characters of mammals and of birds, that it was many years before naturalists could decide upon their true relationships. We have not time to dwell upon the steps of the examination by which our youth satisfies himself that nature exhibits no violent transition in this place.

He now turns to the supposed chasm separating birds from reptiles. He examines the ranks again and again; and confident that in this case he has been sufficiently cautious, he is ready to assert triumphantly that here a break exists. At this moment his attention is directed to an immense collection of *petrifactions*—a mass of curious, uninteresting and blackened things, obtained from beds of rock many feet below the surface of the earth—bones of animals which inhabited the sea, the air and the land, thousands, perhaps millions of years before Adam bestowed a name upon "every living thing." Here he sees mounted, skeletons of birds and skeletons of reptiles; and exactly between these two types he beholds interposed the skeleton of an animal which, while it had the head and neck of a bird, possessed the mouth and teeth of a reptile. He is compelled to admit therefore that in those ancient times when the *Pterodactyl* flourished the transition from birds to reptiles was graduated in a most remarkable and unexpected manner.

But the reference which has been made to the collection of preserved specimens from the pre-adamite earth, has opened his eyes to another general principle or two. He perceives in the first place, that the present order of things is but one stage in a long series of changes; and in the second place, that the same ideas have always ruled in the forms and adaptations of the animated world. The types of animal existence have ever been the same. By extending his inquiry a little further, he learns that from the earliest periods of life upon our globe there have always been four great modes of animalization; and that our existing Faunas exhibit only a continuation and further development of a plan which was announced in the very beginning.

But we are keeping our Freshman too long from his Greek and Geometry. These it must be remembered we do not intend to neglect. We are likewise consuming too much space in endeavoring to indicate some of the steps by which the novice in Natural History can begin to rise to those grand generalizations which are the glory of science, and give the mind a scope and breadth of view which can scarcely be attained from the earlier years' study of the classics and mathematics. We have supposed him introduced into a museum, the results of the labor of others. But how much more fascinating to behold the objects of nature in their original situations—to visit the plant, the tree, the animal in its native habitat, and watch its development and habits in the living state and surrounded by all its natural associations—to explore with one's own eyes the strata of the beetling cliff or the beds of the river bluff! How much more inspiring to gather together these objects for one's own self, and arrange them with one's own hand in the ranks marked out by the Author of Nature!

There is not a child that is incapable of making progress in such studies. The very faculties first brought into requisition, are those which Nature first perfects, and which she makes in the young peculiarly sharp. To roam over the fields and through the woods—to climb the bank, the precipice, the tree—to explore the pond or the stream—to seek for everything new—to see everything before unseen—to be quick and curious and unwearied—these are the peculiar delight—the instinct of youth; and these are the very exercises which lay the foundation of a knowledge of Natural History. How much more animating—how much more agreeable—how much more natural and healthful, than to sit bending over the pages of a book which at best inducts the young student only into the knowledge of a human invention; and opens his mind, not to the ideas which have actuated the creative energies of Deity—nor even to the nobler conceptions of the human intellect, but only to a knowledge of the peculiar manner in which some heathen peoples some two or three thousand years ago happened to communicate with each other.

And as the beginner in Natural History advances a little further, and begins to digest the materials which, without tedium, he has gathered together, he finds himself, not as in the classics, comparing together facts of equal value, and collating citations which are inherently of equal authority; but he finds himself engaged in the first place in determining the relative value of his facts, in order that a striking fact of little anatomical import may not be permitted to countervail the teachings of a more inconspicuous phenomenon, yet springing from more deeply and widely rooted relations. For instance, the similarity in the modes of progression of birds, bats and butterflies strikes the mind at first as an important point of resemblance. But a closer examination shows the bat to possess the head and teeth, the four extremities and other characters of a quadruped, while it does not possess a single organ constructed on the plan of the bird. Between the *butterfly* and the bird, though the common possession of real wings seems to closely ally them, yet we discover soon a much wider disagreement than between the bat and the bird.

On the other hand, though we detect at first but very remote resemblance between the wing of a bird and the arm of a man, or the anterior extremity of a deer, still, closer comparison develops the fact that the wing of the bird, the arm of man, the foreleg of the quadruped, the pectoral fin of the fish and the paddle of the whale are all constructed on precisely the same plan. They contain the same anatomical elements. They embody the same idea, modified in the different cases to adapt the being as perfectly as possible to the exigencies of its nature and condition. Thus we arrive at one great physiological principle, that the law of *anatomical* resemblance takes precedence of the law of *functional* resemblance; or in other words that similarity of uses is of less consequence than similarity of structure.

We deem the exercise of mind required in thus weighing the relative importance of equally or unequally conspicuous facts, and looking through the phenomenon into the abstract idea which it symbolizes, to be of the most healthful and expansive kind.

We need not assert that the method supposed to be pursued with our youth is that commonly pursued. It is obvious however that the nature of the subject admits of this method. Indeed, it is the natural method, and consequently the most profitable and delightful, and it may be submitted whether it is not the duty of the teacher in this, as in all other cases to adopt those modes of instruction which are best calculated to *delight* as well as to exercise the mind.

But it is not expedient that we should dwell. We have endeavored to indicate the adaptation of Natural History to the capacities and powers of youth. We have endeavored to show that while the nature of its elements is such as to demand only the easy and delightful exercise of the powers of observation, imagination and memory, the development of its great principles must proceed upon the most searching analysis, the broadest Baconian induction, and the most philosophical and far reaching investigations. To set forth clearly the nature of these studies, it would be desirable to present in order and completely, the array of facts upon which some grand induction has been based—to trace, from year to year, the gradual accession of fact to fact—to notice the industrious gathering of data from different quarters of the world wherever an investigator was engaged—to watch the process of the careful weighing of facts—the sifting out of the spurious—the withdrawal of the irrelevant—the reading of the true significance of each individual fact—the combining together of these materials—the balancing of their indications—and lastly, the seizing upon the true solution of the grand problem.

By so low and logical a growth has been developed that law which enables the palæontologist to construct the entire animal from a single bone or tooth derived from the rocks where it had been imbedded thousands of years before the existence of the human race—a determination not less sublime than the tracing back the cycles of eclipses, and therefrom determining precisely the date of an event, or demonstrating in what quarter of the moon the world was created. Of a similar nature is the doctrine of the creation of successive races of organized beings

upon our planet, and the periodical destruction, partial or complete, of existing beings—the doctrine of the absolute distinction of species and the constancy of their essential characters—the doctrine of the internal heat of the earth, its great age its physical revolutions—the doctrine of the unity of the human family, and that of the distribution of animals and plants from definite local centers. We must sacrifice the demands of the subject, however to the exigencies of the occasion, and leave the reflecting mind to develop for itself the peculiar fitness of Natural History studies for the requirements of healthful mental culture, and especially for the education of those powers most likely to be neglected in the popular routine of liberal study.

Should it be objected that the views which we have advanced are derived exclusively from theoretical considerations of the nature of the subject, we reply that our experience and all observation fully confirm everything we have said. We have seen the youth with his mind yet unbiased by too exclusive confinement to study of a special nature, engaging in the pursuits of Natural History with profit and delight. We have seen these tastes and aptitudes totally blunted and palsied by a course of from four to six years confinement to Latin, Greek and the Mathematics. If he possessed originally that aptitude for generalization which was most likely to lead him to eminence as a naturalist, we have seen his taste wedded by degrees to a particular class of generalities. Reasoning upon nothing but abstractions, he learns to be dissatisfied with everything which is not exact and demonstrative. Acute as a mathematician, his talent for moral reasoning has been dwarfed. He dislikes it—he doubts its conclusions—he becomes as a man, skeptical in his opinions, stiff and precise in his modes of thinking—he acquires an unnecessary and unpleasant passion for exactitude, so that the whole world around him—society, modes of social intercourse, forms of expression all seem to him a hairs breadth, more or less, wide of his precise standard, and he is constantly at war with the world about these trifles.

These are matters of our own observation. We all know how few of a class of seniors in any of our colleges find any degree of satisfaction in the cursory sketch of Natural History which is commonly thrown into the latter part of the college course. Their tastes are already cast in another mould, and unfortunately the bright fields of nature appear to them, forever after, filled only with weeds and stones and venomous or disgusting beasts. And yet the enthusiasm which Natural History begets in those who follow it is proverbial. Neither can it be said the taste and aptitude for such studies are possessed by but few. Organize a class in Botany in any of your schools, and leave pupils as free to enter that as any other. Let the study be properly conducted, and then decide whether Botany is not as popular a study as algebra or the Latin grammar. Fortunately we have a few isolated cases where a body of youths have been initiated into the elements of Natural History before their minds have been disabled by a one-sided development. We have seen a Freshman class almost unanimously delighted with Geology, and seizing hold of the facts and principles of this and its kindred

sciences with a degree of animation and ability never witnessed in a class of seniors, though possessed of three years more of age and mental discipline. The narrowing tendency of exclusive devotion, during the minds formative years, to classical or mathematical science, may be seen in the appearance of those classically learned works whose purblind authors have attempted to depreciate or totally ignore the value of Natural History as a moral teacher, while they exalted above all, the importance of classical literature, logic or history. It may be seen in the unwillingness of "liberally educated" men, so called, to admit Natural History in the course of early study of young men, thus enabling them to attain to a symmetrical development, and arrive at an unprejudiced estimate of the different departments of learning. It exhibits itself still more glaringly when the same men refuse to give fair scope to Natural History in courses of study which are professedly "scientific," without designing to be technical or professional in their character. It has for years been exhibited in the warfare which the theological world has waged with the infant science of Geology—that rising ally and friend of Divine Revelation, which has rescued many a thinking mind from the abyss of error and infidelity.

We repeat then that observation and experience confirm our opinion of the deleterious effects of confining the youthful mind to the narrow rounds of classical and mathematical study, and the necessity of admitting Natural History, to some greater extent, into our schemes of intellectual training. We admit that the man who is a *mere* naturalist in the strictest sense is as great a monster as the mere mathematician. But at the same time, the nature of Natural History is such that naturalist monsters are quite infrequent. The true and equable development of the naturalist carries his mind over such a range of subjects, that it is impossible for it to be narrowed or blinded. He must, of necessity, be a linguist; and, in order to arrive at the full import of many of his formulas, he must trace them out in the wide field of physical research, where he requires the aid of the highest mathematical analysis. The complete naturalist is therefore a more fully developed man than the finished classical or mathematical scholar—though such finish does not *necessarily* imply that the mind has received only a one-sided development.

We have spoken thus far only of the influence of Natural History as an agency in moulding and developing the tastes and capabilities of the mind. We stated in the beginning that Natural History might be considered also in respect to its being a source of valuable knowledge. We refer now to the products of Natural History in distinction from its reflex influence. The efforts of the husbandman are valuable both as a means of physical and moral improvement, and as a means of creating valuable commercial products. It is for the products of Natural History that it has generally been defended but we hold that the ground upon which we have been standing is vastly higher in a moral sense. Still, with many minds, the products of Natural History furnish the only arguments which can be appreciated. With the mass of mankind, its *economical* applications constitute its sole claim to attention.

Were it expedient for us to pass over the ground which still lies before

us, it would devolve upon us to show that the facts and principles brought to light by the researches of naturalists command our attention. Firstly. As furnishing the most efficient confirmations and illustrations of the text and teachings of Divine Revelation. Secondly. As furnishing the basis of the sublimest physical researches; and Thirdly. As contributing greatly to the development of the resources of the earth and the industry and happiness of mankind. Neither of these propositions could be discussed in less space than we have already occupied; and as these phases of the subject are better adapted to *popular* appreciation, while that which we have already gone over seems to present the most appropriate view for a body of teachers to entertain, we forbear to lengthen our report.

The views of the committee are before the Association. Our recommendations are a natural inference. To bring the matter into a debatable shape, and to elicit the views of the Association, we would respectfully present and recommend the adoption of the following resolutions:

*Resolved*, That the study of Natural History is well adapted to the tastes and capabilities of youth, and to the development of those powers of the mind which are most likely to be neglected during the exclusive study of the classics and mathematics.

*Resolved*, That this Association recommends the admission of Natural History into the earlier part of our collegiate and higher courses of study, and especially so when those courses are professedly restricted to general science.

Respectfully submitted,

A. WINCHELL, Ch'n of Committee.

*University of Michigan, August 11th*, 1856.

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## "NECESSITY IN OUR SCHOOL TRAINING OF A MORE CAREFUL CULTIVATION OF THE SENSIBILITIES."

Sensibility, according to Webster, means "capacity or acuteness of perception; that quality which renders us susceptible of impressions; delicacy of feeling."

As the object of education is the cultivation of the whole man, so it is evident that this part of our nature should be trained. That the sensibilities are susceptible of training is a proposition easy of proof.

What a difference do we find in our every day acquaintances! With one of our friends, we make a pleasure excursion and are pointed to the beauty of a river as consisting in a well-built dam, or the suitability of the water to mechanical purposes. Gazing upon Niagara, he will kindly exclaim "A wondrous stream to run a mill!" Surveying a landscape, we shall have our attention directed to the "fine prospect of a good harvest;" the adaptedness of the soil to the raising of corn, wheat or oats. Standing in the

shade of a great wood, he calculates how many feet of boards each large tree will make, and how much per thousand they will bring in market, and safely concludes that it is a pity so much timber is allowed to become moss-grown and decay in idleness. This man's sensibilities have been trained; he has an acuteness of perception, but that perception has but one color—and that a golden.

With another friend we are led to observe the graceful curves of the river's shore, and listen to the music of the waves. The fields are beautiful as they are gracefully undulating; interspersed with pleasant homes; threaded by silver streams; shadowed by clumps of trees; bounded in the distance by the far blue hills and overhung by clouds that are painted from a summer's sky upon the quiet rills and green pastures.

Listening to the thunders of many-voiced Niagara, he hears a great anthem rising from the troubled deep and sending up a song of praise to the Great Being who has scooped out these mighty caverns and "measured the waters in the hollow of his hand." The gray old woods are beautiful to him as Nature's great Cathedral, through whose long aisles echo the mournful dirges of the wind and the sweet melodies of birds. The low moss-beds are pleasant to him as the resting place of tiny flowers and the home of a thousand "things of life." The overhanging boughs form regular arches and are draped most gracefully with bright, moss-wreaths. These, and a thousand other evidences, prove that the sensibilities not only can be, but are trained; were other proof needed it can be found in the books which men write.—In Shakspeare, we find a wonderful expertness in delineating shades of character; in Milton, a close observation of the deeper passions; on the pages of Macaulay, Bancroft and Prescott, differences can be readily seen of the various channels in which their powers of perception have been led, and so of any number of writers. Almost every one has cultivated his power of acute observation in some one or more directions. That these directions are often unworthy and ignoble, if left to develop under no restraint or guiding influence, is why we contend that there is a "necessity in our school training of a more careful cultivation of the sensibilities." There may be another strong reason too, in that the world is becoming so eminently practical and matter-of-fact in its tendencies. It is not for us to prophecy that "mind shall be coined for daily bread" until it shall have entirely undeveloped its higher and nobler attributes, still, we believe there is all reason for seeing well to the matter, at the present time.

Sensibilities are the great inlets of pleasure. They are the only connections between ourselves and nature, animate and inanimate. All the enjoyments of social life arise from this source, and the reason why all persons are not equally entertaining to us is no doubt that their sensibilities have been educated in ways different from ours. Those who fully appreciate the meaning of the term "kindred spirits" will understand this.

Almost every one has noticed a different degree of pleasure in looking upon a beautiful picture with different persons. With one who sees only a canvas covered with various colors, we feel no such deep emotions stirred as when we stand with one whose soul drinks in the flood of beauty, till eye flashes, lip quivers, and cheek flushes from very excess of joy, and who *feels* that there are places "where the sunlight of picture forever streams."

Every one has felt the great degree of satisfaction there is in reading to auditors whose responsive glances evince that they appreciate the fine passage and thrilling tone. Newspaper readers even, know this, and so gather in groups to read the stirring events of the day to each other. We know a gentleman who says that his "*special abhorrence*" is "to read to knitting work," referring to ladies who, occupied with needle work, give, and perhaps feel, no glad response to what interests him.

Increased happiness is conferred by cultivating the sensibilities. Each human soul has a countless number of avenues for joy leading to it, and if a part of these are choked by piles of rubbish, the entrance overgrown with weeds, and the doors left to rust on their hinges, it cannot be that the hall of happiness will be so furnished with pleasant things, peopled with happy spirits and kind thoughts, as if those avenues were kept open and free.

Increased good can be done by having the sensibilities cultivated. It is not enough for a person to "mean well" in his efforts to do good, he must also be able to see what means are adapted to the accomplishment of that good. Well-intended efforts have ofttimes proved abortive because of inability to see the fitness of things, and this would be corrected if the sensibilities were all cultivated.

Many of the failures in teaching, as well as in other professions, which might be prevented, result from inability to see causes and effects. It is most important that the teacher should be able to discover the tastes, capacities, and dispositions of his different pupils, in order that he may use the proper means to develop each. It will not do to treat the burly, thick-headed boy in the same manner that you would the delicate sensitive one by his side; yet the former has sensibilities which ought to be called out and should by no means be neglected, while the latter may possess other sensibilities in embryo, which the skillful teacher should develop in order to make a more perfect character. These sensibilities must all be developed in due proportion before a well-balanced mind can be secured.

Not only in the teacher's profession, but in others, man's success depends upon his quickness in perceiving the avenues by which other men can be approached. This ability is popularly called "*tact*," and is needed by all classes. Men may possess *talent*, but if wanting *tact*, their lives may prove but splendid failures. If then, these sensibilities can be cultivated; if so large a share of our happiness is involved in their proper culture, and so much of our success in the great work of doing good, it becomes a question of great importance to enquire *how* they can be cultivated.

The *principle* which underlies the answer to this question it seems to us is, this: *The presentation of an object adapted to excite the sensibility.*

The will has no direct control over the emotions of love and hate, pity and reverence, beauty and sublimity.

If we wish to love a person we must see real or supposed excellencies in his person or character. If we wish to feel the emotion of beauty we must stand before a beautiful object, then the emotion springs up spontaneously. Do we wish a child to become compassionate; place before him objects of suffering; take him to visit the sick and afflicted, let him stand by the couch of the old and infirm, and he will spontaneously begin to enquire what he can do to relieve them. Do we wish him to become generous?—

Place in his hands a book containing anecdotes of generous acts and praiseworthy deeds; invite him to the performance of like acts by affording opportunities for an exercise of the same. Do we wish him to become truthful? Show him the beauty of truth; cite examples of this virtue found in the lives of great and good men. Do we wish him to acquire a taste for the beautiful? Take him to see all objects of beauty; show him the best pictures and statues and point out their merits; read the finest passages from the best authors; lead him out in the fields and through the woods; speak of the fragrance of flowers; the beauty of the landscape; the reflections in the water; the shadows in the woods; the songs of birds and the mystic beauty of the stars.

All this cannot be done unless our own souls are alive to impressions from the spirits of beauty, truth and good. Under their benign influence, moulding ourselves to more perfect men and women, we may gently lead the young and trusting spirits of childhood and youth to see good in nature and "rejoice in the joy of beautiful and well-created things," thereby increasing their own happiness; their sphere of usefulness, and guiding them a few steps up 'the great world's altar-stairs, that slope through darkness up to Heaven.'

August 11, 1856.

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## ON TEACHING OF DRAWING IN PRIMARY SCHOOLS.

This subject, as brought forward more especially during the discussion of the report on 'The culture of the sensibilities' seems to claim more direct and *practical* attention. The time is past for regarding drawing namely as an accomplishment—something to be added on when other matters have been disposed of—the mere making of pictures, and it is desirable, and to be expected that in *each department* of education time and attention shall be given sufficient to render it both a *useful* and a *delightful* part of that culture of the whole being now aimed at, and surely designed by the Creator in bestowing on us a *diversity* of natural powers.

It seems to be scarcely enough considered that in the drawing faculty are included two apparently opposite, yet two readily harmonizeing parts of our nature, the simply mechanical, and the high ideal, and these have been too much either unnaturally separated or ignarantly blended. The first, growing out of geometry and the laws of vision or optics as indispensable to correctness, and should be made the subject of exact study, for though capable of being acquired by attention to a few simple and definite principles, we see it daily and grossly outraged in what is commonly taught as school drawing, and that often with an unconsciousness which is really amusing. The Chinese, with their absence of knowledge of perspective laws in their porcelain patterns and silken embroideries, have surely found their rivals in *such* works of art among the 'out side barbarians' on this side of the water, as are frequently

displayed at school exhibitions, or carried home to hang in frames on the walls of admiring parents. But why not *begin* this, as well as other things, *rightly* in the Primary school or still earlier in the home with the opening of the perceptive and imitative powers? When the little ones are restless and troublesome for want of "something to do—" let the mother or the elder brother, sister or friend supply a few lines—the outline of a house, a horse, a spade or some other familiar object to be drawn again and again, not by copying only but afterwards from memory also, until a good degree of correctness is acquired.

The young Teacher, possessed of little or no knowledge, may find some such moddls prepared by that indefatigable friend of children; the late Josiah Holbrook in his little work on the first elements of drawing, which have been copied and interchanged by thousands among the children of the New York public schools under the superintendence of the benevolent Mr. Icton. Also in a series af cards with white outlines on black ground used in New England schools for imitation on the black-board, in the first lessons of foliage by Mr. Coe, formerly a Teacher in New York—now settled in New Haven, who also professes to have a very simple and easy method of imparting a knowledge of perspective rule. These helps are better than nothing for the harmony of the hands and eye, and of the moral virtues of patience and continuous yet pleasurable attention. But better still, and as an almost imperative duty, let such young Teacher cultivate her own mental knowledge of the art from books containing its true principles, by conversation with persons of real taste, and by observation of nature.

From these will spring the true interest of drawing lessons, the power of explanation. Then when a model is set, its imitation is no longer meaningless, but full of *idea.* However simple the former, before a stroke is made, let the Teacher by oral explanation and questions, see that there is a clear apprehension of the why and wherefore of each line, curve and shadow,—of just proportion—of what the artist calls *intention* of the picture, and *why* what is before you is the *seeming* and not the reality of the form to be portrayed. This may be a slow process, but will serve to prevent the evil of "most haste, worst speed." Some accuracy in the use of eye and hand attained, combinations should follow, and the method of Mr. Wiltaher before alluded to, adapted from the methods proposed by Pestalozze, and contained in two elementary manuals, may used to a certain extent with advantage : the inventive faculty is exercised, and fancy entertained by the production of new forms—but no artificial method should long detain us from actual and natural objects, and the consideration of these may be happily alternated with what will soon become *comparatively* easy—the copying of other pictures, or the re-production of these from memory with the model removed.

Very frequently in the instruction of large numbers together, the teacher resorts to the tedious and piece-meal method of furnishing to every pupil a separate picture to be *copied* as best it may with few or no distinct directions, and not seldom these heterogeneous models at all stages of advancement, are prints from worn out lithographic plates, in which almost

all distinctness of touch is lost in a general rubbed down effect which the copyist mistaking for softness of shading, aims to reproduce by the joint use of pencil and gum elastic. I have seen over a hundred pupils in a Normal School thus employed through a weekly lesson of two hours whilst a little Professor, so called, was to be seen in many places in turn, but no where long, doing his best to give two or three visitations, each to the scholars, who thought great things were achieved, if at the end of some weeks a few pictures were produced though with scarcely a thought concerning the rules of art or the laws of beauty. I have heard such Professor sigh over the necessity laid on him to bring forth such result in a given time and space, and have known one who showed to a friend a portfolio full of these productions, which he said he was taking home to lick into shape. But this is all wrong and a waste of precious time and talent. In another Normal School I have seen an improvement on this plan in placing before a whole class a single good model, for instance a good size Lions head, of which each one might make a copy, varrying somewhat according to diversity of position and choice of size though preserving the proportions. Some aid *may* also be extended by dividing the model by cross lines, but the more the accuracy of the eye alone is relied on, the quicker will be the advance. The teacher has now the advantage of giving his explanations and criticisms all in one direction, and there is at least unity of purpose in the result.

Better still are forms of wood or plaster—cubes, cones, pyramids, mouldings—a finger, an ear, a hand, a foot, etc., etc., which being placed amid a small group of scholars will be seen by each in a somewhat different aspect, and produce a *variety* of drawings of the same object, which when criticised and corrected, may by way of easier practice be interchanged among the pupils, until facility and rapidity of execution is acquired.

This as a preliminary exercise, may be resorted to during the *inn door* months, and prepare for using the more perfect and beautiful models which all nature furnishes. "When spring unlocks the flowers to paint the laughing soil," what delight may be had in a close examination and accurate sketching of even a simple stem, leaf, bud and blossom, and yet the ability will often be unfolded to advance rapidly beyond this, taking care that each new step be but a short and sure one from the last. The temptation to coloring is strong and natural when we behold the Iris hues which nature weaves, but the teacher must first show that as on light and shade depend all the *effect* which can be given on a flat surface, our patient attention must be *there* first bestowed. Said my teacher to me one day "you should not be satisfied till you have your flower as rounded and perfect in the neutral tint as if it were finished," and I never forgot it, even when revelling in the delights of carmine, gamboge and ultra marine, for *beneath* these, however subdued, the *shadow* should preva .

The 'touches' which represent the variety of foliage, the outlines and shading of rocks, the curved lines on the round tower, the straight ones of still water and the broken strokes for the cascade—these and a variety of other *parts* will serve as preparatory lesson for sketching natural landscapes, a power sighed for by so many, and the source of constant and unfeigned enjoyment whether for the present hour, or as a hearsay of by-gone days

and scenes. An intelligent Teacher may easily lead even young children to some simple attempts at this, by encouraging that habit of close observation which is the basis of excellence in drawing, and for which in many a varied avocation through future years, she will receive the heartfelt, even if unknown gratitude of her former pupils; for what business is there in which the united powers of inspection and delineation may not prove of uncounted value to its posessors.

These few cursory hints to the young Teacher, so hastily thrown together, by one who has trodden the way before, would probably excite a smile in the practical Artist, but—looking at the wants of the many, and what is still left undone, rather than at the skill already attained in art by the favored few, it is hoped they may induce some to take those 'first steps' essential to all progress—believing that the way will open, and the delight grow with the effort.

In almost every book store are to be found works of rudimental instruction, many of them prepared by good draughtsmen, and if scarcely lucid enough in their explanations, still it is well for the Teacher to examine such gleaning hints for consideration, and applying them to nature's ever open book. One benefit (irrespective of other and future advantage) can surely be promised to Teacher and pupils in the improved greatness, cheerfulness and order of the schoolroom, and the higher and purer use of the hours of recreation, whilst even from infant years will grow the increasing perception, "Lord how manifold are thy ways, in wisdom hast thou made them all."

M. L. G——.

Aug. 20, 1856.

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## MINUTES OF THE ANNUAL MEETING OF THE MICHIGAN STATE TEACHERS' ASSOCIATION.

Annual Meeting of State Teachers' Association.
Ypsilanti, August 18th, 1856.

At 8 o'clock, P. M., the Association was called to order by the President, Prof. J. Estabrook. The exercises of the evening were opened with prayer by Rev. Mr. Blades.

There being some business of a general nature necessary to be prepared for the Association, the following committees were immediately appointed; Messrs. Gregory, Hosford and Tenny were appointed to recommend time, place and topics for the semi-annual meeting; Messrs. Cary, Bingham, Abbott, Cutcheon and Boise, to report resolutions; and Messrs, Gilluly, Beals and H. M. Newcombe, to audit the treasurer's account. After these appointments, the association listened to an address from Prof. J. R. Boise, on the subject of Athenian and American Sophists. The association tendered Prof. Boise their thanks for his address, and requested that it might be given them for publication. The

Professor stated that the manuscript was already the property of the American Association for the Promotion of Education, before whom it had been read the week previous, and that it would be published by them, the matter was dropped.

On motion, the association then adjourned to nine o'clock, A. M. of Tuesday.

The Tuesday morning session being called to order by the President, was opened with reading of scripture and prayer, by Prof. E. O. Haven.

The minutes of the last day of the semi-annual meeting were read and approved.

On motion of Mr. Gregory, Prof. Sill was invited to act as reporter of debates for this meeting.

On request, the constitution of the association was read for the benefit of new members. Prof. Tenny gave notice that at the next meeting of the association he would move an amendment of the constitution, with the intent of releasing lady members from the payment of the annual dues now required.

On motion, the chair appointed Messrs. Gregory, Abbott and Tenny a committee to revise the constitution preparatory to incorporating the association.

Prof. Welch moved that a committee, of which Mr. Gregory should be chairman, be appointed, to present resolutions, regarding the interests of the Journal of Education. The motion prevailed, and the committee was filled up.

Mr. Gregory then moved the appointment of a committee, with Prof. Welch as Chairman, to report nominations of officers for the coming year. The committee was appointed, and made to consist of Messrs. Welch, Ripley, Sill, Bottsford and Stone.

Mr. Gregory asked to be, and was excused from the committee on Time, Place and Topics. Dr. Stone was put in his place. Prof. Tenny then presented the report from the committee on "The Necessity in our School Training of a more careful Cultivation of the Sensibilities." The report was accepted. Prof Haven offered some remarks on the subject of the report. Prof. Welch, remarking that Prof. Haven had consumed about ten minutes in making his remarks on the report, moved that in the discussions speeches be limited to that time. The motion prevailed.

The report was then further discussed by Welch, Stone, Gregory, Abbott and Tenny. The hour allotted to this subject having expired, the association took a recess of five minutes.

After the recess. Prof. Haven read a paper from Prof. Winchell, chairman of committee, on "The Importance of the Study of Natural History." On motion, the report was laid on the table for future discussion.

Messrs. Wilson, of Indiana, and Wilkinson, of New York, were, on motion, elected honorary members of the Association.

On motion of Mr. Gregory, the treasurer was instructed to procure printed blanks to serve for bills, receipts and notifications of time and place of meeting of the association, for his use in collecting dues of absent members.

The association then adjourned to meet at the Baptist Church at 2 o'clock, P. M.

The association was called to order at the appointed time in the afternoon. A report was presented by Mr. Gregory from the committee on the subject of "Supervision of Schools." This report, recommending a system of county or district superintendency in place of our present system, elicited a very warm discussion from many members and persons from abroad. The report was finally recommitted to the committee and the committee enlarged by the addition thereto of Drs. Haven and Stone. It was then agreed to discuss Prof. Winchell's report after the evening lecture, if there should be time. After the announcement of the order of exercises for the following day, the association adjourned to half past seven.

The evening session was opened with prayer by Prof. Nutting.

The Secretary being detained from the meeting by illness, Mr. Gregory was appointed secretary pro tem. An address was then delivered by Prof. Travis, of Delaware. The thanks of the association were tendered the speaker for his excellent address. The report on Natural History was taken from the table and the discussion of it deferred till the next meeting.

On motion, the following persons were elected honorary members of the association: Prof. Travis, Rev. W. P. Pattison, Rev. M. Blades, and Miss M. E. Gilpin. Prof. Hinsdell was put on the committee on time, place and topics, in place of Dr. Stone, who withdrew. The Association then adjourned to nine o'clock of next day.

Wednesday. Association was opened with prayer by Rev. W. P. Pattison.

Prof. Sill having resigned the post of Reporter on account of his duty as treasurer; John Horner of Lansing was appointed in his place.

The minutes were then read, amended and approved. Prof. J. F. Cary was appointed chairman of the committee on the reflex influence of teaching on the health and character, to report thereon at the semi-annual meeting of the Association.

Prof. Haven, then made an oral report on the subject of primary teachings. The discussion was continued by Prof. O. Hosford, of Olivet, Mr. A. L. Bingham, of East Saginaw, and Mr. A. Goodridge of Lansing. On motion the subject was laid on the table, and Prof Welch proceeded to read a report on the subject of the study of the English classics.

Prof. Tenny from the committee on time, place and topics, for next semi-annual meeting, reported. Report laid on table till afternoon.—Adjourned.

Afternoon. Met at 2 P. M. The discussion of the report on the study of the English Classics being the special order, remarks were made by Prof. R. Nutting, of Lodi, Prof Welch, of Ypsilanti, and Prof. L. Ripley, of Jackson.

The subject of Primary Instruction being taken from the table was discussed by Mr. Cochran of Detroit, Rev. Mr. Foster, of Ypsilanti and Hon. Ira Mayhew. On motion the subject was referred to the Ex.

Committee with instruction to secure reports on the same from experienced and competent persons, at the next annual meeting of the association. Miss M. S. Gilpin, of Philadelphia read a paper on teaching drawing in schools. A vote of thanks was passed for the paper.

The report of the committee on time, place and topics, was referred to Ex. Committee.

Voted that the semi-annual meeting of the Association, be held at Battle Creek.

The treasurer read his report, stating a balance remaining in the treasury of $57,00.

The report of the committee on the Journal of Education was made, accepted and adopted.

The Ex. Committee presented the following resolution which was adopted:

*Resolved*, That henceforth this Association shall annually elect a Board of 12 Corresponding Editors from various parts of the State who shall be requested to furnish at least one article each, for the Journal during the year, and to apprize the resident editor of any items of educational news from their respective vicinities.

The following Board of Editors was thereupon elected for the year 1857.

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| Prof. E. O. Haven, Ann Arbor; | Mrs. L. H. Stone, Kalamazoo; |
| " A. S. Welch, Ypsilanti; | " L. J. Marcy, Detroit; |
| " D. Putnam, Kalamazoo; | Miss. F. Babbit, Monroe; |
| " O. Hosford, Olivet; | " A. C. Rogers, Lansing; |
| " — Churchill, Hillsdale; | " M. H. Bacon, Niles; |
| " E. W. Cheesbro, Grand Rapids. | " C. A. Sharp, Flint. |

The committee on nominations recommended the election of the following persons as officers of the association for the coming year:

For President, Dr. Stone, of Kalamazoo.

For Vice Presidents, J. M. Tenny, of Marshall; J. M. Boyd, of Monroe; G. H. Bottsford, of Hillsdale; C. F. Bellows, of Constantine; J. C. Cochran, of Clarkston; Mr. Marcy, of Detroit; Mr. Abbot, of Ann Arbor; Mr. Parrish, of Upper Peninsula.

For Recording Secretary, George K. Newcombe, of Owasso.

For Corresponding Secretary, B. B. Northrop, of Detroit.

For Treasurer, E. C. Hinsdell, of Battle Creek.

For. Ex. Committee, George M. Dewey; Ira Mayhew; J. M. Gregory and Mrs. L. H. Stone.

The association then elected by ballot the officers for the ensuing year, according to the recommendation of the committee.

On motion it was voted that the editor of the Journal of Education be instructed to publish the papers and proceedings of the association, and that he be paid for all extra expense incurred.

The Secretary here resumed his place.

The committee on resolutions then presented a series of resolutions, which, on motion of Prof. Haven were taken up and acted upon *seriatim*.

The association then adjourned to 7½ o'clock P. M.

The association being convened in the evening, was called to order by the Secretary.

Rev. J. M. Gregory opened the exercises with prayer.

The Secretary then announced the customary address from the retiring President. Mr. Northrop, however, getting the floor before the address was commenced, with some very earnest remarks introduced a resolution guaranteeing the editor of the Journal of Education one thousand copies. Vice President Hinsdell here taking the chair, at the request of the Secretary, the motion was somewhat discussed, and, on motion of Prof. Haven, amended by striking out the words "one thousand subscribers," and inserting "a full and adequate support," and then adopted.

On motion of Prof. Haven, a committee of three was appointed to attend the teachers' convention of Illinois, to be held on the Tuesday before Christmas. Haven, Gregory and Welch are the committee.

The association then listened to a very interesting address from the retiring president, Prof. Estabrook.

On motion of Mr. Gregory, the association then adjourned to the semi-annual meeting at Battle Creek.

GEORGE K. NEWCOMBE,
Recording Secretary.

The following list of members and visitors in attendance is incomplete, many having left before the list was collected:

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| E. L. Ripley, Jackson. | Hellen M. Post, " | Caroline Crossman, " |
| C. S. LeBaron, York. | Louise E. Hanford, " | A. L. Bingham, E. Saginaw. |
| H. R. Root, Boridino. | E. D. Pritchard, " | Sarah M. Beeman " |
| Wm. Cordley, Pinckney. | M. Gilpin, Milwaukie, Wis. | M. J. Fairman, Plymouth. |
| E. P. Clark, Dexter. | E. M. Fellows, Manchester. | Sarah H. Fairman, " |
| M. A. Brown, Lima, N. Y. | O. L. Williams, Jackson. | L. C. Fairman, " |
| Allen Goodridge, Lansing. | Hellen W. Kinney, " | Phebe L. Root, " |
| D. Wilkins, Bloomington, Ill | Harriet S. Doty, " | W. D. Cochran, Detroit. |
| E. O. Haven, Ann Arbor. | C. D. McLaulin, Ypsilanti. | J. L. Hillock, Tecumseh. |
| J. R. Boise, " | J. H. Tenny, Marshall. | Edson P. Flint, Hartland. |
| J. M. Gregory, " | G. H. Botsford, N. Adams. | O. Hosford, Olivet. |
| W. J. Jackson, " | John Horner, Lansing, | W. Travis, Wilmington, Del |
| G. L. Foster, Ypsilanti. | A. S. Welch, Ypsilanti. | G. W. Dewey, Buchanan. |
| W. P. Pattison, " | E. C. Hinsdell, Battle Creek. | Mary Eldred, Coldwater. |
| S. M. Cutcheon, " | Susan M. Cox, " | J. A. B. Stone, Kalamazoo. |
| Jas. Estabrook, " | O. L. Spaulding, Medina. | D. E. Fanington, " |
| M. Blades, " | S. A. Gerry, Ypsilanti. | H. A. Fanington, Napoleon. |
| H. M. Cutcheon, " | J. M. B. Sill, " | C. A. Bierce, Leoni. |
| S. Reed, Ann Arbor. | J. F. Cary, " | P. E. Harrington, Toledo, O. |
| T. C Abbott, " | E. L. Roberts, Summit. | Julia M. Bacon, Ypsilanti. |
| Eunice Morton, Ypsilanti, | Jas. Gilluly, Brighton. | S. Warner, Dexter. |
| Ellen Hurlbut, " | B. B. Northrop, Detroit. | A. W. Price, Cleveland, O. |
| Hellen A. Bush, " | L. J. Marcy, " | Jno. W. Stark, Ann Arbor. |
| Martha Morton, " | Mrs. L. J. Marcy, " | H. Newcombe, Southfield. |

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CONCISE.—At a recent examination of one of the schools in Cambridge, a small boy was asked to define the meaning of the word "progress." He hesitated a moment, and then in a clear voice answered, "Go ahead,"

For the Journal of Education.

## "I HAVEN'T TIME!"

"You are engaged upon an elaborate piece of embroidery, Mrs. Remington!"

"Yes, it has occupied my time for a fortnight, and is not now half completed. My last magazine has an elegant pattern. Sarah, bring the lady that book from the centre-table. And there is the conclusion of a lengthy novelette in which I have been very much interested for several months. I could hardly await the arrival of the magazine; but what do you think of the pattern, Mrs. Holmes?"

"It is pretty!—still I should hardly think it profitable to spend so much time on one small piece of muslin!"

"O, but it will be so beautiful, when completed! I think I shall try to embroider a muslin dress from it for Emilia to wear to the New Year's ball—don't you think it will create a sensation?"

"Very likely it may!—but Mrs. Remington, have you visited our school?"

"I have not,—my time is so much occupied otherwise, that I never find leisure for doing so."

"Our teacher is young, and has a difficult school to manage—I think she needs encouragement; besides, she is here alone among strangers, and feels so sad since her mother died; but she tries to be cheerful, and to do the best she can for her school."

"Well, I should be glad to go in, but it does seem nearly impossible. Almost the whole morning is occupied in dressing, and receiving and returning calls, and in the afternoon I am too much fatigued to go out; but my son thinks he does not learn anything."

"What studies is he pursuing?"

"Really, I have forgotten! I seldom pay much attention to his lessons—I think that is the teacher's business!—I have no time for it; if I can get him away to school in time in the morning, I think I have done remarkably well—nine o'clock comes so soon! it is often past that hour before I am aware of it, and then, such a time as I have in getting him dressed! A mother's situation *is* trying! just think, when one is not half ready for company, and is fearful every moment that some visitor will be announced, to be obliged to leave her own toilet, and attend to the dressing of children! Don't you think we have need of much patience?"

"Certainly we have, but I do not regard the matter of which you speak as so trying; I take pleasure in preparing my little ones for school in the morning, they seem so happy after a good night's rest—just like little birds;—I enjoy their childish prattle, and when they have given me their good morning kiss, and trip away to school so joyously, I feel that it is a happy thing to be a mother, and I thank God for my children."

"Well, my Edward is not like your children! I wish he was, for I think I should take more comfort with him, but I always get completely worried out with him in the morning. The fact is, he does not like to attend school, and I have either to coax or scold him for about half an hour before I can get him started. That all seems lost time to me, and I suppose I sometimes exercise too little patience toward him. What a difference there is in children!"

"And what a difference there is in mothers;" thought Mrs. Holmes as she sat in her own cheerful home-circle the evening after her interview with Mrs. Remington, "Poor Mrs. R. No time for visiting the schools, no time to prepare her child for school, or to interest herself in his studies, or for the enjoyment of his society!—and all this from a love of display, fashion and frivolity! And what is the consequence? Her child is idle, willful, a source of much unhappiness to her, and to his teacher, and as likely to grow up to manhood, uncultivated in his intellect, unrefined in his manners, and loose in his principles. Poor, mistaken mother!"

M. P. A. C.

Grandville, Mich., Sept. 4, 1856.

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# Youth's Department.

## THE EDITOR'S TALK WITH THE SCHOLARS.

DEAR SCHOLARS:—As I walked out this morning I saw many children, with satchels and books, hurrying along, full of glee, and knew at once that school, the winter school, had begun. The long, pleasant vacation was ended and the pleasant school days had come again; and I almost wished, as I looked upon the bright and joyous faces, that my long, long vacation could be over, too, and some kind teacher would call me into school.

All over Michigan the schools are opening and preparing to open.—Soon nearly two hundred thousand scholars will be gathered into the schools, some in the noble palace like buildings which are rapidly rising in our cities and villages, and some in the little school houses by the road sides. Methinks I see them on their way, along the roads and through the streets, some in groups and others alone, strong manly youth and merry maidens with plenty of little boys and girls, all hastening to the school houses to study all sorts of sciences and to grow wiser and better through the whole long winter.

I cannot help thinking that in a few days the real glory and wealth of the nation will be gathered into the schoolhouses. And many a father's and mother's heart will follow you there. Good and great men will think of you there, and will try to contrive new plans to help you in your studies.

And now, dear scholars, you need not wonder that my heart too has gone to school with you, and that, though I have never seen you, I still wish to talk to you and tell you of many things which may make your school days more pleasant and profitable. All winter long, once a month I hope to come and visit you and have a chat. But, as I cannot be in so many places at once, I am going to ask you to subscribe for the Journal of Education for your school room and then I can send my monthly talk in that. The big boys can give five cents each and the little folks a penny or two and soon make up a dollar, and then some of the scholars can write me a letter and send it with the dollar inside, to the "Editor of the Journal of Education, Ann Arbor," and the Journal will soon come. It visits many schools now, but I want it to go to all, and then I can talk to all the children in Michigan. What say you, scholars; shall the editor have a good talk with you every month this long winter?

I have a great many things I want to say to you, and many questions to ask, besides lots of problems and puzzles and stories to amuse your noontimes, while you are busy with the dinner baskets; and I hope you will send problems and puzzles and questions to me also. And now, good bye, for this month. Next month my letter shall be longer.

Your friend,
THE EDITOR.

GIVE CHILDREN PURE AIR.—Let our children starve for bread rather than for air. Let us see to it that their apartments at home and in the school-room are well ventilated, and that they are not too long confined on hard benches in crowded rooms. Let them learn to play as well as to study. Let us educate their bodies as well as their minds.—

I am always sad when I hear it said that such a boy or girl is a remarkably good child. For by this is generally meant that they are very clever at a book, and that they do not romp and play, and occasionally get a dirty nose or present a torn garment. I am sad, because as a general thing, these *good children* are precocious, and either die before maturity, or drag out a life of feebleness. It is the noise-making child—the stirring child, that develops his physical parts with his mind, that is able at last to make a noise in the world to some purpose. It is very certain we need to pay more attention to physical education. The result is inevitable. If we do not we must degenerate. Our children must have plenty of pure air and of cheerful exercise.—*Hall's Journal of Health.*

## BILLY.

(We hope this story will not only make our little readers more thankful for their own homes, but will lead them to pity the poor little vagrant children in the great cities.—Ed.)

Again: there's Billy, a little boy, only five years old. He's wide awake, and sings like a lark. Who's happier than Billy? Not one.—Why? I'll tell you.

Billy's father and mother died when he was very small. He remembers living in a dark cellar among beggar-women, where he used to gnaw the bones and scraps of half-putrid meat which he took out of their baskets when they were drunk in the straw: and when he was big enough to go about the streets, a blind beggar adopted him, and for a long time compelled him to lead him about on his rounds; and when night came the little fellow was obliged to stand shivering around the doors of the rum-shops, waiting for his master to get through drinking bad rum with drunken negroes and state-prison birds. Often his master would stay until midnight, and then when he came staggering out, Billy would be asleep, and so the blind wretch would punch him with his cane and kick him until he waked, and then Billy would lead him home, and up the dark alley to his dirty nest of straw; and then, with his little heart full of sorrow, he would creep into a corner and sob himself to sleep.

Time passed on, and Billy's master grew worse, was constantly drunk and daily beat the poor little fellow, until, heart-crushed, half-starved, and emaciated, it seemed as if he could scarcely crawl about. Every day he went past the House of Industry, and saw the children go in and out, and heard them sing, and longed—oh, how he longed—to join them, with their happy looks, and their good dinner every day, and warm place to sleep; but Billy was so dirty, he was ashamed to stop and look in, and if he did, the blind man would curse him and cane him along. One day last winter, a bitter cold day, as Billy passed by, he saw a nice piece of bread in each child's hand, as they came out of school to go home, and while he stood there, Mr. Pease came to him and patted him kindly on the head, and asked him if he would not like to come and live with him. Billy wasn't used to have any one speak kindly to him, so he made no answer, but all day he thought of it, and when night came, and the drunk-

ard was asleep, Billy crawled out of the straw, carefully keeping his eye on him; and for once Billy was glad that he was drunk, for he couldn't hear. It was very dark, and the floor was covered with drunken beggars; but Billy felt his way out to the door, and there for a moment he lingered: it was not to take his clothes, for he had none; there he stood, barefoot, bareheaded, and in rags, before the door of the only home he had ever known—except the Tombs,* where he had often been in the blind beggar's company. Mr. Pease had spoken kindly to him!—while he stood there he thought of it, and his little heart swelled and grew strong. In a moment his cold bare feet went pattering down the alley, and soon his shivering and trembling form was safe within the walls of the House of Industry.†

That night, for the first time in his life, he had a good supper and a snug, clean place to sleep in, and next morning he was warmly clothed, with cap and shoes and all; and Billy was so happy that he cried for joy all day. There he sits now, right before me, and how happy he looks—he can't help it—could you?

The blind drunkard has now got another boy to lead him about, but I am glad that Billy has escaped: and we will have the other boy yet, and send the beggar to the Island.—*Five Points Monthly.*

*The city prison in New York city.

†A house some good people have established in New York for poor vagrant children.

## QUESTIONS TO OUR CLASS.

1. Which are the seven primary colors?
2. What is the real use of breathing?
3. Why does water run down hill?
4. Of what use to trees are the leaves?
5. What vegetables, in common use, were first found in America?
6. Where are the clouds, when the sky is clear?
7. Why do we have more clear weather in summer than in winter?
8. Where does ivory come from?

Answers next month.

## ANSWERS FOR SEPTEMBER QUESTIONS.

1. Because the great masses of land lie north of the equator. Land absorbs and retains heat, water loses it by evaporation.

2. Blue, as is evident by looking up. It is the blue color of the air that we call sky.

3. The road over the Ortler Pass in the Alps.

4. Oxygen, 79 parts, and Nitrogen, 21 parts, usually also, some carbonic acid gas.

5. Oxygen. It composes nearly half of the crust of the earth, one fifth, by weight of the air, and eight ninths of the ocean and all other water.

6. In the West Indies and in the Indian Ocean.

# Editor's Table.

Many-hued October has come again. Nature, as if glad that another season's work is done, and her children have food for another year, has put on her gala day dress and is holding a very carnival of colors. The birds are taking the hint and are going about in crowds to make their farewell calls preparatory to a journey South.—wicked doughfaces as they are; not even the excitement of a presidential election can keep them true to the North. It is a consolation however to remember that they will remain true lovers of freedom, wherever they are. Should some Southern Vigilance Committee ever expel them on account of their attachment to freedom we shall be glad to welcome them back any day.

There is a great excitement among the little folks. In the villages they are running about the streets with books under their arms, crying to each other that school is begun. In the country districts, the schools open later, and there for the most part the people are still debating the question "who shall teach our school this winter?" Could we get the ear of school boards, we would say earnestly and decidedly, *'better have no teacher than a poor one.'* A poor teacher may do his pupils an injury in three months that can never be remedied.

It is urged by School Inspectors, sometimes, that if they were to license only well qualified teachers, half the schools would be unsupplied. We should like to see the experiment tried once. The schools might perhaps be vacant one term, but the demand for higher qualifications would soon call forth a supply. Those who wished to teach would seek the requisite training, and the very candidates who now present themselves with the pitiful qualifications which they understand will gain a certificate, would soon come back, with the higher qualifications required under the new order of things, and the schools, profiting by the new impulse, would soon more than regain all that had been lost by the temporary vacation.

School Superintendents.—The following letter from Dr. Gardner relates to a subject of so much importance that the author will pardon us for giving extracts to the public:

Dear Friend Gregory,

I very much regret that absence from the State prevented me from attending the meeting of our State Teachers' Association, but I am happy to learn that the subject which I deem of the most vital importance to that body received a liberal share of its attention. The subject to which I refer is that of Township Inspectors. I fully concur in the report of your committee wherein they declare the present system ineffective. I have long been of the opinion that so far as the character of our schools in the rural districts are concerned there might as well not be an Inspector in the State. The standard of qualification of Teachers has become so uni-

formly low, and schools have so long been accustomed to jog along in the old stereotyped way, that whoever undertakes to make an innovation upon these long established customs is likely to fall into disrepute. The country schools have realized so small a profit from the labor performed by the incumbents of this office, that the people have ceased to clothe it with that authority by which alone its duties can be successfully performed.—Teachers who have applied for certificates and been rejected, and those who have not taken the trouble to apply, find no difficulty in obtaining schools. Should an intelligent Inspector pass through the schools of his Township, and faithfully point out all the errors which come under his observation, (a circumstance which seldom occurs,) "the days of his office would be few, and another would take his place." I greatly fear that you, and the intelligent gentlemen who are associated with you in this great work have but a faint conception of the actual condition of our country schools. Has not your observation been too much confined to Union Schools of our large towns and cities? Is your information, gathered from the reports which go up annually to our Superintendents, reliable in regard to the character of our schools. I fear not. Now my dear sir while I feel myself wholly incompetent to prescribe a specific for this sad condition of our schools, I have a few thoughts which I propose to offer for your consideration. 1st. I do not believed the fault to be in our present system. It is nearly the same which operated most successfully in New England twenty years since. Its details are all consistent with common sense and sound reason, and were they faithfully carried out, could but result in success.

2d. That the fault is in the unfaithfulness and incompetency of Township officers.

3d. That this state of things has so long existed that it will be impossible to remove its consequences without some change in the system.

4th. That that change must be such an one as will secure efficient action in the individual districts of the country. That this can be done by one man in a county is doubted. The actual condition of the schools must in some way be brought to the notice of parents and guardians. There are in every township a few schools which will answer as models of the two extremes of good and bad. The contrast between these two characters of schools must be made notorious and thereby offer a premium for the one and a severe rebuke for the other. To accomplish this there must be frequent District and Township meetings, made up of Teachers Parents and Guardians, and these meetings must be under the direction of some one who will so arrange them as to develop the above facts and keep up their interest.

5th. That the inspection of Teachers must at present be confined to the Townships and that the first step towards elevating the standard of qualification will be to secure the attendance at such times as many as possible of the district officers in the township who shall of themselves witness the examination.

6th. That the duties and responsibilities of the present Board of Inspectors may not be divided among three, and neglected by all, I would suggest that there be one Inspector in each township, whose work shall

be subject to the inspection of a County or District Superintendent to whom all cases of dissatisfaction may appeal for final adjustment.

While the healthful influence of the Normal School, State Teachers' Association, your excellent Journal, and Teachers Institutes are being sensibly felt by that class of schools which are able to live without any such influences, the mixed schools in many of our rural districts hardly know that any of these things exist. The large number of children found in this neglected class of schools admonish us of the necessity of devising some plan for their reformation.

Yours, Respectfully,
A. A. GARDNER.

REMARKS.—We doubt whether the next legislature of this State will be called upon to decide any other question so vital to the interests of Michigan as this one mooted in this letter. We cheerfully, therefore, admit whatever will throw light upon the subject, and arouse the public mind to a sense of its importance, especially when contributed by one whose active and successful exertions in behalf of district schools entitles his opinions to the respect we cheerfully accord to those of our present esteemed correspondent.

We have neglected no opportunity of gaining either by personal observation or from the testimony of Inspectors, Teachers and others, correct information as to the character of the country schools throughout the State. We have entered the old log school houses by the roadside and have been, once at least, denounced in a public print as libellous for telling the plain facts as we saw them. We are compelled, by what our own eyes have seen, to concur in what Dr. G. says of the character and condition of very many of these schools.

We concur, also, in the main, in his 1st and 2d propositions. Our present system of inspection is good enough in theory, and were its requirements fully complied with, we should need no other. But the question arises, whether it is not an inherent defect of the system that it fails and must ever fail to secure competent and faithful officers? Are there not many towns where three fully qualified inspectors can not be found? If the system ever succeeded in New England it was because of the religious element mingled with it. The children were catechised once a week and the pastors were usually school examiners.

The 3d proposition is also evident. Change may not prove to be reform, but there can be no reform without change.

The doubt expressed in the 4th proposition, whether one man in a county can do the work, (and Dr. G. has well described a part of the work to be done,) is well founded. Our own choice would be a superintendent in each Assembly District as in the New York plan.

6th. The attendance of the district officers at the examination of teachers is certainly desirable, and will be much more frequently secured if the examination be conducted by a county or district superintendent. He should hold examinations in each township but his certificate should be valid throughout his entire district.

We know no objection to the continued election of one Inspector in each township, (better one than three,) but with an active and competent superintendent there would be but little need of such an officer. Let the School Directors of each Assembly district be required to meet together once in two years and choose a man who has seen service in the schools and who has the requisite learning and tact, and then give him a salary which will compensate him for his whole time, and, our word for it, we shall have introduced into our school system a motive power which will give a new impulse to its progress.

IT IS with a painful regret that we announce the departure of Professor E. O. Haven, D. D., from our State. Having been elected to the editorial charge of Zion's Herald, published in Boston, Mass., his native place, he has resigned his professorship in the University.

Possessing ready and brilliant talents, and a high regard for the public good, he withheld his hand from no field of useful effort, and his service was never slight or inefficient. The State could scarcely have lost a more excellent man or a more useful citizen. His departure removes from us not only an early and highly esteemed personal friend, but also a most efficient fellow laborer in the enterprize in which we work. Prof. H. was one of the original editorial committee of three, elected by the State Teachers' Association to conduct this periodical and in the trying times of its infancy, his voice and pen did stalwart service in its support. The Teachers of Michigan owe him no light thanks for his efforts in their behalf. Our most earnest good wishes follow him to his new field of labor.

STATE TEACHERS' INSTITUTES.—The third series of Institutes held under the patronage of the State has just closed. Owing partly to the short notice, and partly to the political excitement which has preoccupied the public mind, the attendance was somewhat less than at former institutes, but none have exceeded these in the fine interest attending them and in the promise they have afforded of beneficial results. The corps of instructors engaged consisted of

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| Professor | A. S. Welch, | Lecturer on | English Grammar. |
| " | D. P. Mayhew, | " " | Geography, Physical and Mathematical. |
| " | L. R. Fisk, | " " | Natural Science. |
| | J. M. Gregory, | " " | Elocution and History. |
| " | O. Jackson, | " " | Mathematics. |
| " | Wm. Travis, | " " | Book Keeping. |

The evening lectures on topics pertaining to general education were well attended, especially at Lyons and Hadley. We would appeal to teachers and parents throughout the State to use all proper means to secure hereafter a fuller attendance at these institutes. The teachers who have attended have professed themselves greatly benefitted by the exercises, and incalculable good might be expected to our schools could the teachers generally be induced to attend. Where are the County Associations? Here is a work that they, better than any other agency can perform.

The numbers enrolled at the different institutes was as follows: At Lyons, 69. At Howell, 78. At Hadley, 82. At Centreville, 62.

THE proceedings of the Association necessarily occupy much of our space this month. It has been impossible, however, to print all the papers in this number. We are also compelled to leave over the resolutions passed at the various Teachers' Institutes.

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# Literary Notices.

ENGLISH TRAITS. By R. W. Emerson. Boston; Phillips, Sampson & Co.

Here is a book which we should be glad to review at more length than is allowable in these notices. Emerson's reputation as a thinker assures us that any book bearing his name will amply repay perusal. This last work from his pen is neither a book of travels nor a history, though travels and history have both contributed the facts on which its generalizations are based. The thinker has fixed his great thoughtful eye upon England and the English, and finding amidst the multiplied phases and facts of their national and individual life, what he deems to be abiding and characteristic traits of them, he has put them in his book. Some of the titles of chapters may help to an understanding of the scope of the book: Land, Race, Ability, Manners, Truth, Character, Cockayne, Wealth, Aristocracy. Universities, Literature, Religion, The "Times," Stonehenge. It will be seen that our author wastes no words in titles, and this is characteristic of his style. His sentences are often epigramatic, and one cannot forbear the suspicion that the truth is sometimes sacrificed to the epigram. But, on the whole, we have never met a book on England that pleases us like this, and we cordially commend it to our readers as a favorable specimen of Emerson's style of thought and language.

For sale by J. A. Kerr & Co., and W. R. Searing, Ann Arbor.

PUTNAM'S MONTHLY, HOUSEHOLD WORDS and the SCHOOLFELLOW. Of these valuable publications of Dix, Edward's & Co., N. Y., we have frequently expressed our opinion, and we only add that their last issues are as good as ever. For sale by J. A. Roys, Woodward Avenue, Detroit.

THE INTELLECTUAL MULTIPLIER, comprising concise and easy methods of multiplying numbers mentally. By James Robinson. Boston: Robinson & Richardson. We have received a neat and interesting little pamphlet with the above title. Teachers will find in it much to interest and improve their pupils in the art of multiplying.—The price is 50 cts.

MICHIGAN JOURNAL OF EDUCATION,
AND TEACHERS' MAGAZINE.

VOL. III. NOVEMBER. NO. XI.

# REPORT ON THE INSTRUCTION NECESSARY TO PREPARE CLASSES FOR THE STUDY OF THE ENGLISH CLASSICS.

Read before the Michigan State Teachers' Association.

BY PROF. A. S. WELCH.

The great object in the study of Rhetoric is to gain a systematic knowledge of the *forces* in language. Rhetoric investigates and presents the principles of *impression* in words and propositions. It has to do simply and solely with the laws of *effect*. Grammar classifies words into parts of speech and evolves their relation to each other, when marshalled into sentences; and this it does without regard to any difference in the power of these to awaken the sensibilities. This last is the province and the only province of Rhetoric. As a *science*, it is, I repeat, the classified and systematized knowledge of all those subtle forces in language which arouse the attention, stimulate the feelings, and move the heart. As an *art*, it includes a readiness and skill in the proper application of such forces to actual composition or extemporaneous discourse.

A word here as to the mode of instruction. The science and the art should invariably be taught and studied together. Composition at short intervals with all appertaining thereto, should constitute a prominent feature in the regular exercises. Whenever a point has been clearly and fully explained, the pupil should make it familiar by selecting, without aid, a sufficient number of examples from the most approved authors and by reducing it to actual practice in writing. This latter exercise, however, ought not to be carried too far. Its object will be fully gained when the class can use the principle taught, with accuracy, ease and conciseness; and the teacher should guard, with the utmost care, against a fixed habit of applying mechanically the knowledge thus acquired—ot fitting, in other words, the thought to the expression rather than the expression to the thought: for the highest forms of artistic skill in Rhetoric are found in the unconscious application of its laws.

Premising thus much we hasten to answer, so far as in us lies, the question propounded as the subject of this report, viz: "What is the best method of teaching, in detail, the science of Rhetoric, so that

the pupil may distinctly remember and successfully apply its principles, whether in speaking, in writing, or in the study of the English Classics." *The method, I answer, which will give a thorough practical acquaintance with that diction and those forms of expression which experience has proved to be the most effective.* Such a method must explain every individual fact lucidly and with numerous illustrations.—It must show the connection of every specific truth with all others—and it must refer them all to some underlying principle. Now we are by no means confident, that the mode which we have adopted, will not be found wanting, when measured by such a standard—and we fear moreover, that whatever of merit it has, will be obscured by our imperfect manner of setting it forth; for it is an exceedingly difficult task to reduce the matter of twenty-five lectures within the limits of half an hour.

Well then, with a class before us of pupils who have become sufficiently familiar with English Grammar and who are provided with means for taking notes, we begin to talk upon the subject in the plainest and simplest language, analyzing numerous examples upon the black board and being careful never to pass by a single point, without having the evidence, by question and answer, that it is fully comprehended. After defining Rhetoric in the manner already attempted, we then proceed with much amplification to say: "The principle end sought in the use of language, whether as a writer or a speaker, is *vividness or strength of impression upon our sensitive nature.* Whatever state of mind we wish to produce—whatever feeling we wish to excite in others, if we employ, for the purpose, those words and forms of collocation which are naturally best adapted to produce the result desired, we have answered the conditions of a genuine Rhetoric. Now this power in language to awaken an emotion of any kind, whether of love, or hatred, fear or anger, beauty or disgust, we will designate throughout by the single term FORCE, and our sole design will be to investigate the laws by which force can be secured. These laws, upon sufficient reflection, may be reduced to the four following divisions, namely:

Laws 1st of choice in words, 2d of arrangement of words, 3d of figurative language, and 4th of the language of passion.

Attentive study and careful analysis will show that we are influenced, in a correct *selection of words*, mainly by the following qualities, to wit: *signification, suggestiveness in meaning, suggestiveness in sound, length, specificness; dignity, melody,* and *novelty.* Let us glance briefly at each of these.

Of all the qualities which lead to the choice of a word, *signification* is the most important. Be its other peculiarities what they may, the term chosen *must* express precisely what we mean. The first requisite in style is perspicuity, and this depends, to no small extent, upon the right signification of the words we employ. *Ambiguity* is the grossest of faults. It is indispensable that, in the labor of composition, we should weigh with accuracy every term with which we are not perfectly familiar; for mistakes in meaning betray inexcusable ignorance and disgust the listener at once. If there is the slightest doubt, consult the diction-

ary. What respect would we feel for a writer who should say "Frederic replied with the greatest "*indignity*" instead of "*indignation*" or "a creative imagination is an *index* of genius" instead of a "*property*" or a "*peculiarity*."

Consider next the property which we have termed *suggestiveness in meaning*. There are many words which designate, not only their own proper object, but suggest also to the mind a host of associated objects. They bring back to view whole scenes or entire periods of the past. Pronounce, for example, the word *mother* or *home* and we live over again, in an instant, the events of years. Such terms are mostly connected with the experience of early life, and are consequently very familiar. They are exceedingly forcible because economical.—Skillfully used they are worth whole pages of description. They often crowd a paragraph into a single syllable and thus contribute to the vivacity of language with marked effect. Some words of this character have wrapped up in their etymology a world of affection and kindness; others are surrounded by an atmosphere of hatred and opprobrium; and others still are full of poetry and pathos. Many a word is, in itself, a concentrated history of mighty changes, of vast revolutions, of intellectual and moral triumphs. Often a few suggestive terms, by skillful selection and arrangement, complete an entire picture. Take the following example from Longfellow, who, in speaking of an empty school room, says: "The motes swam in the sun shine, and the old gray flies buzzed and bumped their heads against the window pane." Suggestive words associated with early life, should be employed with caution, because they are often wanting in the element of novelty

But farther, force is gained in the choice of words which possess the property of *suggestiveness in sound*. Whenever any term is pronounced it requires a certain amount of attention to appropriate the idea it conveys. This effort, though generally an unconscious one, exhausts, so to speak, a portion of our own mental energy and leaves the remainder to be expended upon the idea thus received. Now it is evident that, if by any means the effort necessary to grasp the meaning of a term, be lessened, there will follow a corresponding increase of energy remaining, to be applied to the idea it embodies; and this is precisely the advantage to be found in the use of terms whose sound is similar to the sound of the object they designate; for they suggest the conception not only by their particular significance, but also by a separate vocal utterance of their own. The verbs *roll* and *sweep*, for instance, both signify and imitate in sound two different motions. This imitation aids in suggesting the idea, and thus, by diminishing the effort required, greatly adds to the force of the following extract:

> "Roll on, thou deep and dark blue ocean, roll,
> Ten thousand fleets sweep over thee in vain."

Such forcible words are very numerous. Any one will not fail to recognize them, whose ear has received the least cultivation, and they

are very valuable contributions to vivacity of style. They should not, however, occur so frequently as to beget satiety in the listener. *Whig, whistle, whine, roar, rush, rant, rustle, cleave, clatter, clang, clip, pour, patter, thump,* and *thunder,* manifestly belong to this class. The force they lend to expressions, is finely illustrated in this brief description of the Italian tongue:

"I love the language that soft bastard Latin,
That flows like liquid music from the mouth,
And sounds as if it should be writ on satin,
With syllables that breathe of the sweet south,
And gentle liquids gliding all so pat in,
That not a single accent seems uncouth
Like our harsh northern whistling grunting gutteral
Which we're obliged to hiss and spit and sputter all."

We proceed to notice in what manner force in language is affected by the *length* of words. Of two words which have the same significance, the shorter will, other things being equal, produce the more vivid impression. The evident reason is, that every additional syllable requires an additional effort of attention so that our available mental force is so far decreased, when we arrive at the meaning. In the noun *valetudinarian,* the meaning expressed by *invalid,* is diffused through seven syllables every one of which must be traversed before the conception is reached. The weakness of the term, therefore, without taking other circumstances into account, will be found in proportion to its excess in length. In *conflagration* the significance is extended, in a manner through four syliables; in *fire* it is compressed into one, so that the mind can grasp it with a single effort. Thus long words clog and trammel the attention by the delay they cause, producing an effect not unlike that of a clumsy machine in which most of the power is absorbed by the friction of numerous wheels. Compare in this respect *stir* and *commotion, pierce* and *penetrate, thought* and *cogitation.* Other properties such as dignity or novelty may often induce us to select the larger words, but we shall invariably do it at the expense of strenth; for short words are powerful and strong. Like short swords, they are most effective in thrusting.—The saxon element in our language is monosyllabic and dissyllabic, but the latin element is polysyllabic. Such terms as *interrogate, circumlocution, implacability* belong to the latter, while in the former are found such as *blast, burn, scathe.* Every thrilling passage then must be clothed in a saxon garb; but every stately sentiment don the Roman toga. These facts may be illustrated, perhaps, by the following stanza, and quotation:

"Into the ship our brave lads spring,
On shield and helm their red blades ring,
The air resounds with stroke on stroke;
The shields are cleft, the helms are broke;
The wounded boarder o'er the side
Falls shrieking in the blood stained tide;
The deck is cleared with wild uproar,
The dead crew lie upon the shore."

Compare this with another:

"Amidst the multitudinous accomplishments of the present century, a knowledge of English Philosophy is no ordinary acquirement."

Next in order is the property we have called *specificness*,—and this arises, of course, from *narrowness of limit* in the application of a term. General terms stand for classes of things. They are therefore vague and indefinite. Our ideas are all conceptions of *single objects*. We think in particulars and hence when any general term is pronounced we are compelled to search among our individual conceptions for a single one to which it can be applied. This demands an effort of attention and evolves a waste of energy which might be entirely saved by designating, with a specific term, precisely the idea we wish to give. For this reason the expression "to punish by hanging" is more forcible than "to inflict capital punishment," since the one implies a particular mode but the other includes the use of the axe as well as the rope. For a similiar reason "Beau Brummel" is better than "Fashionable man" and "Ignorant School Master" is less vivid than "Ichabod Crane." A very small proportion, indeed, of the words we actually utter, will be the names of particular objects, but the nearer we approach to these, the less general will our expressions become and consequently the more vivacious. Compare in this respect *summit* with *peak*, *rocks* with *crags*, *sharp* with *keen*, *tremble* with *quiver*, &c., &c. The following are examples of specific description:

"Now on the place of slaughter,
  Are cots and sheep folds seen,
And rows of vines, and fields of wheat,
  And apple orchards green,
The swine crush the big acorns
  That fall from Cornes' oaks,
Upon the turf by the fair fount,
  The reapers pottage smokes;
The fisher baits his angle,
  The hunter twangs his bow,
Little they think on those strong limbs
  That moulder deep below."

"But when the face of Sextons
  Was seen among the foes,
A yell that rent the firmament
  From all the town arose.
On the house-tops was no woman
  But spat towards him and hissed,
No child but screamed out curses,
  And shook its little fist."

But we are giving this part of our subject more than its proportionate time. We shall therefore dismiss the three properties remaining in the list, with the briefest notice, hoping that what we have imperfectly said, will serve as a specimen of our usual method.

*Dignity* is that quality of a word which enables it to raise an elevated emotion—an emotion which is the very opposite of vulgarity. It is indispensable to the dignity of a word that its associations should be chaste and pure. These words belong mainly to that diction which is

less commonly used and which constitutes a sort of verbal aristocracy. We should avoid, with care, language which is vulgar and coarse and aim to attain to dignity in style by the judicious selection of dignified terms. But as more of majesty appears in long words than in short ones, we should shun the error of attempting to produce an elevated impression at the expense of force.

The *melody* of a word is to be measured by it musical effect upon the ear. Melody depends upon the smoothness and delicacy of the elementary sounds of which a word is composed and also upon the harmonious blending of its syllables. The greater the number of such combinations, the greater the melody, and so, other things being equal, our longest words are the most flowing and musical. An excess of such, however, though pleasing to the ear, betrays a degree of effeminacy and it is, therefore, apt to be found in the literary efforts of those young ladies who are willing to sacrifice strength and novelty to music.

*Novelty* also greatly increases the force of words. Many of the words of the language are worn out by incessant labor. They are every body's slaves and have lost cast by constant servitude. But there are others which are laid up in the recesses of the language, ready to be called out on rare and important occasions. They come to us in new garments unsoiled by contact with common life, and by stimulating curiosity they never fail to produce the effect which attends upon exclusiveness and novelty in whatever form.

Thus have we attempted the briefest possible analysis of the motives which influence the writer in the selection of words, and we will add that when these principles conflict (which is not unfrequently the case) a choice will be determined by the *nature of the thought* he desires to express.

Proceeding without ceremony to the means of gaining force by the arrangement of words into periods, we premise that there are five specific modes of arrangement, each of which has its peculiar effect upon our sensitive nature.

If we can arrive at a complete understanding of both the *form* and the *force* to be gained by the form it will assuredly prove a valuable auxiliary in modeling a style and in the study of the English Classics.

The subject is somewhat metaphysical and will require the closest attention. There are, we repeat, five orders or methods of arrangement, viz: *the direct and indirect orders, the natural and inverted orders, and verse order*. Let us endeavor to explain the effect of each of these upon the force of a sentence, by a careful analysis and by such illustrations as are explicit and plain. Every period is composed of one or more principal words and their modifiers or adjuncts. A modifier may be a word, a phrase, or a sentence. Now it is the particular position of the modifiers in respect to the words they limit that constitutes the different orders. The direct order is an arrangement by which the modifiers stand before the word they limit. Thus in the expression. *A strange and horrible disaster*, the order is direct, because the adjuncts

*strange* and *horrible* are placed before the noun *disaster* which contains the principal conception.

The indirect order is the reverse of the direct consisting, of course, in such a position of the modifiers, that they fall after the limited word, as seen in the following example: *A road long and difficult.* And be it remembered, these definitions will extend to all modifiers whether words, phrases, or sentences. Let us consider first how force of expression is secured by the direct order and last by the indirect.*

*A huge and terrible serpent* and *a serpent huge and terrible* are forms between which few by reason of the quickness of our mental operations would see any difference in respect to their force. But analysis will soon reveal that the former is the more forcible expression.

Upon pronouncing the name of an object, there is a tendency to form at once a corresponding image within the mind. Now when we pronounce the word *serpent* we have instantly before us the image of a serpent, and if we afterwards introduce the adjuncts *huge* and *terrible*, it will beget the necessity of an entire reconstruction of that image in order to incorporate the qualities they express—whereas when these adjuncts stand before the principle word; as, *a huge and terrible serpent*, we first gain a conception of the attributes they embody and then arriving at the term *serpent* we form with a single effort a complete image out of the materials previously gathered for the purpose. The indirect form then, *a serpent huge and terrible*, requiring two separate acts to complete the conception, involves delay and waste of energy, while the direct ferm *a huge and terrible serpent*, demands but a single act and is therefore the more forcible arrangement. Probably in this example the indirect order may seem the more forcible on account of the climactic nature of the adjective *terrible*.

This fact, however imperceptible when the modifiers are short, becomes exceedingly evident when they are at all extended. Take an oft repeated example—

> "Far along,
> From peak to peak the rattling crags among,
> Leaps the live thunder."

Here *thunder* expresses the principal conception, and all the adjuncts are so arranged that the mind is carried insensibly forward without any retrograde movement, gathering force as it goes, until it reaches a climax of interest at the close of the period. And in this also:

> "Old structure, round thy solid form,
> Have swept the clouds and heaved the storm,"

We have the direct order with a similar result. But the direct order however conducive to force, may still be carried too far. When the modifiers are long and numerous, the mind, in bearing them all forward to the principal word, becomes overburthened and wearied, especially if the experiment be repeated too often. It must, therefore, be frequently varied by sentences framed with the indirect arrangement; and whenever

*I have received valuable suggestions upon this subject from an article on "Philosophy of Style" published in the *Westminster Review*.

the audience or readers are uncultivated or the subject obscure and difficult, the latter order should even predominate; for when the adjuncts are multiplied, it is easier to bring them backward, one by one, at the loss of time and force, than to gather them all with a single effort and bear them forward to the main conception. Perhaps, in this beautiful extract from Macaulay's Lays of Ancient Rome, the direct order is carried a little to the extreme:

"And in the nights of winter,
When the cold north winds blow
And the long howling of the wolves
Is heard midst the snow,
When round the lonely cottage
Roars loud the tempest's din,
And the good logs of Algidus
Roar louder yet within,
When the oldest cask is opened,
And the largest lamp is lit,
When the chestnuts glow in the embers,
And the kid turns on the spit,
When young and old in circle
Around the fire brands close,
When the girls are weaving baskets,
And the lads are shaping bows,
When the good man mends his armor
And trims his helmet's plume,
When the good wife's shuttle merrily
Goes flashing through the loom,
With weeping and with laughter,
Still is the story told
How well Horatius kept the bridge
In the brave days of old."

It will be seen here by those who are familiar with the relations of language, how easily, in connection with this subject, the properties of unity, clearness, and harmony in the structure of a sentence, could be taught and practiced. For *unity* consists in presenting throughout the period the same principal conception, and in joining with it those modifiers only which exhibit its essential attributes and which are closely related to each other; and CLEARNESS is gained by giving every modifier such a position that we may perceive, at once, without confusion or effort, to what principal term it belongs; and *harmony* is such a disposal of both words and their adjuncts as to produce on the ear a musical effect. All these are governed by invariable and beautiful laws which may be readiy learned and successfully applied in practice.

Next in course come the natural and inverted orders. There is a position which the modifiers of a language most naturally and easily take—a certain disposal of adjuncts in respect to the limited words, which we invariably make when the mind is calm and careless and which the thoughtless and the uncultivated almost invariably choose.

This is the *natural order*, and the first step is to determine by careful examination of sentences whether this order consists of the direct or of the indirect order of both. Now we have in the language six adjuncts, and experiment will soon show that five of these, viz: the adnominal

phrase, the adnominal sentence, the adverb, the adverbial phrase, and the adverbial sentence, in the natural order, stand after the words they modify. Examples, "Days *of trouble.*" "Things *which I have seen.*" "The man came *early* and *in haste*,"—He will die *when the leaves fall.*

So far then as five of the six modifiers are concerned, the natural order is indirect. The adjective alone is placed before its modified word; and thus we discover that, to speak loosely, five sixths of the natural order is indirect and one sixth direct. The natural order, therefore, is not the most forcible, inasmuch as the position of the adjective only fulfils the conditions of a forcible arrangement. How, then, when desirous of producing a vivid impression, shall we best secure force in composing a period. I answer, *by inverting the natural order*, that is, by changing those adjunctive elements which stand naturally after the qualified word to a position before it; for thus we shall not only comply with the laws of force by an order mainly direct, but we shall attain a marked advantage in novelty of arrangement. Thus, "The sun rose up, and George the Third rose up" is natural and indirect, but "Up rose the sun and up rose George the Third" is direct and inverted. The natural order then, being nearly indirect, is adapted to conversation and to calm and didactic writing generally. But the inverted order, being nearly direct, is adapted to higher states of feeling and to move earnest utterances.

Who does not see that with such an analysis explained with the simplest illustrations and attended with constant practice, we may become perfectly familiar with the principles of arrangement, as to use them with intelligence and success?

It remains to say in a word that the verse order derives its force from that economy of mental power which results from a regular recurrence of accent. The return of the long syllable with the irregular intervals of prose, absorbs, as will be easily seen by trial, much more energy of attention than the measured accents and cadences of poetry. But we cannot stop to elucidate the principle farther.

In general we would remark that poetry, being the language of elevated feelings and sentiment, requires a corresponding elevation in its diction and modes of expression; in other words, it must conform, in its more finished examples, to all the laws of forcible utterance. The following are the principal means by which it accomplishes this, each of which would require a separate lecture:—

1st By a selection of terms which are specific, suggestive, musical, and novel.

2d By elliptical and compact expressions not found in prose.

3d By the regular recurrence of its musical accents and pauses.

4th By a frequent use of the inverted order.

Now, if we can learn clearly and thoroughly the principles which underlie these four methods of attaining force, we can apply them to the analysis of any poem, and we shall arrive, moreover, at an adequate conception of the nature of poetry in general.

Passing by the subject of figurative language with the single remark

that its laws may be studied and applied by methods much shorter and surer than in general use, I hasten in closing to notice a few peculiar facts respecting the *language of passion;* for, without a knowledge of this important branch of Rhetoric, we shall fail to study the English classics with any satisfaction or profit.

Every passion has its peculiar mode of utterance—an utterance the laws of which, by an application of the principles previously given, may be readily and successfully taught. Every student of literature must have noticed, that passion always seeks a force of expression corresponding to its own intensity, that, to accomplish this, it invariably shuns those words which are long and lofty, that it naturally chooses the inverted order, and that it seeks to embody itself in forms remarkable for brevity and compactness. And this last fact accounts for the origin of our interjections in which entire sentences are crowded into single words. Thus the language of passion fulfils all the conditions on which force is compassed. The man who exhibits his anger by saying, "You are a deliberate and accomplished villain," would be in a state of mind calm and serene, compared to that in which he would pronounce with emphasis the epithets—"villian!" "scoundrel!" "brutel" No expression or change of diction could improve the following:

"Back to thy punishment, false fugitive"—"Hence! Avaunt! Out of my sight!" "Wash me in steep down gulf of liquid fire." "Oh, Desmona! Desdemona! dead! dead! oh! oh!"

The laws which regulate these and all similar examples of the language of passion, can be classified with accuracy and made familiar by illustrations in which our language is opulent. When this shall be done, when the pupil shall have learned all the principles that govern the choice of words, and the various orders and the effect of figurative language, he will then, it seems to us, possess a rational method which he may apply either to practice in writing or the study of the English classics.

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MONEY AND MIND.—Of five hundred and fifty-one lunatics in Gaeat Britain, there are five hundred and five whose aggregate annual income is near twelve hundred thousand dollars, or about twenty-three hundred dollars each.

In connection with this fact we may state, that of a given number of lunatics in Massachusetts, three-fourths were of parents, one or both of whom drank liquor largely. Extremes meet. The rich, who revel in luxury and ease, and the poor who riot in rum, furnish the children for the mad-house; thus giving us the strongest reason to infer, that if our race is perpetuated in physical vigor and mental power, it must be done, in the parents, by the practice of temperance and industry: temperance in the indulgence of all the appetites of our nature, and industry in the prosecution of our callings, whatever those callings may be—giving the preference always to outdoor activities. No man was made to be a loafer; no man was made to be a beast. And he who violates nature in either case, is working out for himself or his children, if not for both, a certain and miserable end.

## EDUCATIONAL LEGISLATION, NEEDED.

Questions of no slight interest to our educational affairs will demand the attention of the next legislature of this State. The rapid growth of our educational institutions and general interest awakening throughout the State require some modifications of the school law, and some new provisions for Public Schools.

Disclaiming, as we do, all attempt to forestal the action of the law-makers, we may yet invite the public attention to some of the points on which legislation, in our opinion, is needed. Hasty legislation, always dangerous, is especially so in relation to the school interests. Let, therefore, the public discuss thoroughly the reforms needed and let every measure be matured with an intelligent care such as the magnitude of these interests demands.

### *A Free School Law.*

The constitution of the State having already commanded the establishment of free Schools, for a certain portion of each year, little remains to the legislature on this question but to frame such a law, as will meet the constitutional requirement. Were the question still an open one, it might be well to ask whether schools absolutely free for three or four months in the year, will not tend strongly to discourage the support of any school during the balance of the year, and thus virtually prohibit more than the three or four months of school. Such has been the result in New York, to some extent.

It is claimed also by many thoughtful observers that making the schools free removes them from popular sympathy, just because it removes them from popular support, and demonstrates the truth of the view held by Hon. HENRY BARNARD, that a light charge upon the parents is a benefit to the school.

### *School Superintendents.*

A growing sentiment in favor of district or County Superintendents of schools is evident throughout the State. We know of no measure of educational reform so universally popular as this. The details of the law alone will demand debate. The mode of election, the term of office, the salary, and the extent of the field of labor are the main points to be settled. We frankly declare our preference of the plan which gives a superintendent to each Assembly district, to hold office for a

term not less than two years, and to be elected by the school directors of the District, assembled in convention. The salary should be liberal, that men of good talent may be induced to take office. Having discussed this measure at length heretofore, we pass it for the present.

### *The Township Libraries.*

It is generally conceded that our library system needs reform. The township libraries have failed to answer the purpose for which they were established. Through the negligence of the proper officers, the districts are left unsupplied, or the library is scattered and lost. The $25 raised annually in each township for the library is often squandered for worthless books, bought of peddlers at exorbitant prices and no adequate good is realized for the thousands of dollars annually spent for books. The establishment of school district libraries, instead of township libraries seems obviously demanded; and if in addition to this the books can be purchased at wholesale for the entire State, as in Indiana, we doubt not that at least twice as many books may be bought for the same money as heretofore. Wherever a fit school house exists, it would be an advantage to make the teacher librarian, and keep the library at the school house. The books would be read twice as much as they will be on any other plan, and the school will be greatly benefited in various ways by the presence of a library. The teacher may be made responsible for their safe keeping.

### *A High School Fund.*

The opinion is no new one that the state should foster the higher departments of learning. New York has its "Literature Fund," the proceeds of which are annually distributed amongst the accademies of the state in proportion to the numbers of pupils taught for a term or more in the higher branches of study. In our own state the Union Schools are doing the work of academies. They afford not only to the children in their own district, but to the youth of the surrounding country those facilities for a higher education which it is so desirable, and so necessary to the well being of the entire system of common schools, to supply. In many of the Union Schools the classics are already taught and it is to be hoped they will soon be introduced in all. To enable the Union Schools to do this higher work without over taxing the districts in which they are situated, a High school fund might be established from the proceeds of the sales of the Swamp Lands, and each school might receive an an-

nual appropriation from this fund, proportioned to the number of pupils taught in prescribed academic studies.

And as it is scholarship and not merely schools that the state wants, it seems wise and just to afford public aid to any institution of learning, which, under necessary restrictions, shall afford to the youth of the commonwealth, the facilities for a liberal education. The state would do an act of simple justice to large bodies of its best citizens, and would greatly further its own interests by affording to such institutions as those at Hillsdale, Kalamazoo, Albion, Olivet, Leoni, &c., such aid as will enable them to accomplish more efficiently the noble work they are doing for the public good.

*Normal Schools and Normal Instruction.*

Through its excellent Normal School, and Teachers' Institutes, Michigan has done much to train a body of competent instructors for her children; but still the demand comes up from every quarter of the state for better teachers. And when it is remembered that 5000 teachers at least, are needed annually to supply our schools, it will not seem an extravagant assertion to say that yet broader and more liberal provisions must be made for this department of the work of Public Instruction.—Massachusetts has five Normal Schools, and New York, besides her great central Normal School, sustains a Normal department in a large share of her chartered academies.

First then our present Normal School needs a more liberal endowment. It can be profitably enlarged, and should be. A wise public economy demands that it shall not be straitened in its means. Its growing prosperity demands larger provisions for its support.

The teachers' institutes have done much to train teachers for the district schools. A modification of the law such as would allow institutes to be held for one week in some cases, and would also furnish aid to county institutes seems desirable.

It is obvious that the State Normal School cannot and ought not to be relied on to supply teachers to any great extent, for the common district schools. It cannot be expected that teachers will be at the labor and expense of a three years' course of study to prepare for the district school. No wages likely to be paid in such schools will warrant this.—These schools must still be supplied by temporary teachers. The question therefore arises, can we not profitably establish one or two Normal Schools of a lower grade with a course of study which can be completed

in three, or six months, and in which those who wish to teach common schools for a year or two may get some special preparation for their work? We believe this would be preferable to the Normal classes in the New York academies, since the circumstances of the case often, if not always, forbid the giving of any adequate instruction in the theory and practice of teaching, to those classes.

*The Journal of Education.*

We should do injustice to the Teachers of the state, who are laboring so strenuously to support an educational periodical, should we omit from this enumeration the need of further public aid for this periodical. The Journal is an essential agency in our educational affairs and in consideration of the work it has done and is doing, may well ask a renewal of the grant which alone has enabled it to go on during the last two years. We earnestly commend these objects to the attention of our fellow citizens.—Let them be carefully considered, in view of the great interests at stake, and let an enlightened public sentiment pronounce its verdict upon them.

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## STUDY OF LANGUAGE. NO. 6.

We resume from the July number our discussion of the English verb. The old classification which gives five Moods to the English verb, seems arbitrary and unfounded. It evidently arose from the disposition which has prevailed among grammarians to seek for resemblances between the English, and the Latin and Greek languages. If by mood is meant something in the form of the verb, which indicates some peculiar mode of its meaning, it may be questioned whether the modern English verb has more than one mode, or, as a classification which comprehends all in one class is an absurdity, we may go a step farther and deny *mood* altogether to our verbs.

Taking the verb out from its connection and from its so called auxiliaries, no just analysis can detect in any of its forms any of these incidental ideas or facts which are expressed by the mood forms of the Latin and Greek; and the fact that in translating the moods of the Latin verb we are obliged to resort to the use of auxiliaries proves that the English verb has properly no moods.

If, however, by mood is meant a variety in the manner in which the

simple idea of the verb is expressed, then we have not five moods merely but an indefinite number. A mood can mean nothing more than an incidental fact or idea, as of doubt. contingency, command, question &c., expressed along with the main idea of the verb by some contrivance in the word itself or in the construction of it with other words, just as in the forms, *write*, *wrote*: beside the simple idea of writing, these forms express the time of the action. Now in examining the five moods commonly asserted to belong to the English verb, we find that the *indicative* form, *I write*, is the simple construction of the subject and the asserting word. No collateral idea of any kind is implied. In the *subjunctive* form, *if I write*, there is no collateral idea expressed by the verb itself, it is as purely *indicative* as before. The word if, implies a doubt or condition, and throws its shadow of doubt over the entire sentence, making not the verb only but the whole proposition which may follow it doubtful or conditional.

The *potential* form, *I may, can or must write*, takes away all asserting power from *write*, and leaves it not a verb, but simply a verbal name, or, in other words, a verb in the *infinitive*. The asserting force, which, as was shown in a previous paper is the true characteristic of the verb, resides in this case in the words, *may*, *can* and *must*, and the "possibility, liberty, power and obligation" which the grammarians have defined as the incidental or collateral ideas belonging to the potential mood, are the simple ideas of these words themselves. It is not, therefore, any peculiarity in the form of the verb, nor anything in the combination, that expresses the potentiality, but the words, may can and must, used as verbs, assert their own radical ideas.

It is true that the construction of the words with the infinitive forms of other verbs, has become idiomatic, so that the original complexity of ideas seems to have settled into something like a simple thought, but an idiom is a very unstable ground on which to base a law of the language.

In the *imperative* form, *write or do thou write*, we come much nearer finding a real mood of the verb. The idea of command seems to inhere in the very form. But even here it will be found on closer inquiry that the incidental, or *mood-thought* is not an inseparable one. The same form with a change of inflection may ask a question. The truth is that the ideas of "command, exhortation, entreaty," attributed to the imperative mood, arise from the very circumstances of the use of the verb in the second person of the present tense. If it be insisted that this form deserves to be dignified as a separate mood, we claim with greater

reason that the interrogative construction which places the verb before the subject and thus implies a question, should also be called a mood.

The *infinitive* mood has been admitted to be simply a verbal noun.—It has no asserting force residing in it and is not therefore a verb at all. It is the name of an action or state and in its entire construction preserves its analogy with the other nouns of the language.

It will be observed that the whole genius of our language is opposed to the expressions of incidental or related ideas by infected forms, and it is manifestly in violation of this tendency of the language to attempt to construct for our verb a long cumbersome table of moods and tenses.

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RUSKIN ON SECOND-RATE POETS.—I admit two orders of poets, but no third; and by these two orders I mean the Creative (Shakspeare, Homer, Dante,) and Reflective or Perceptive (Wordsworth, Keats, Tennyson.) But both of these must be *first*-rate in their range, though their range is different; and with poetry of second rate *quality* no one ought to be allowed to trouble mankind. There is quite enough of the best, much more than we can ever read or enjoy in the length of a life; and it is a literal wrong or sin in any person to encumber us with inferior work. I have no patience with apologies made by young pseudo poets, "that they believe there is *some* good in what they have written: that they hope to do better in time," &c. *Some* good! If there is not *all* good, there is no good. If they ever hope to do better why do they trouble us now? Let them rather courageously burn all they have done and wait for the better days.

There are few men, ordinarily educated, who in moments of strong feeling could not strike out a poetical thought, and afterwards polish it so as to be presentable. But men of sense know better than so to waste their time; and those who sincerely love poetry know the touch of the master's hand on the chords too well to fumble among them after him. Nay; more than this; all inferior poetry is an injury to the good, inasmuch as it takes away the freshness of rhymes, blunders upon and gives a wretched commonality to good thoughts; and, in general, adds to the weight of human weariness in a most woful and culpable manner. There are few thoughts likely to come across ordinary men which have not already been expressed by greater men in the best possible way; and it is a wiser, more generous, more noble thing to remember and point out the perfect words than to invent poorer ones, wherewith to encumber temporarily the world.—*Modern Painters.*

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Ah me! full sorely is my heart forlorn
To think how modest worth neglected lies;
While partial fame doth with her hosts adorn
Such deeds alone as pride and pomp disguise,
Deeds of ill sort, mischievous emprise. [*Shenstone.*

## HINTS TO YOUNG WRITERS.

"The pen is mightier than the sword."

In a previous article, I urged some persuasives to teachers to cultivate the use of the pen. Not only do teachers need, above all men, the high and thorough cultivation which the practice of literary composition gives, but in the business of teaching itself, the pen is coming to hold a far higher place than has heretofore been given it. When it shall come to be recognized as a practical and certain truth that education consists not in filling the memory with facts, but in training the mind to feel and think, and in leading it forth to tread the fields of truth with an independent self-sustained step, the pen rather than the text book will be regarded as the great instrument of instruction. The latter may still remain the guide book to the golden fields of truth, but the pen will be both the staff for the pilgrimage and the tool for the miner's work. Let the teacher then be a writer, if he would teach successfully.

The purpose of the present article is to suggest some of the principles which govern this art of composition.

The first essential requisite in composition is *thought*. True eloquence consists first in the thought. Words are but its clothing. Slovenly and uncouth garments may conceal a beautiful form, but no clothes however fine can make a distorted and shrunken form beautiful or imposing. So no fine sounding words can to a sensible reader make amends for mean and meager sense.

And here young writers often err. Every editor will tell you how often he kindles his fire with papers from young contributors, filled with high sounding phrases and learned looking words, but covering frequently a total dearth of all valuable thought. Be thankful, my friend, that the editor dealt thus kindly by you and did not expose you to the pity or contempt of every sensible reader on his list.

Nor is this fault confined to those who are really wanting in the power of thought. Men of good sense and of much information, but inexperienced as writers, sometimes take a fancy to get into print, and summoning up all the fine words and phrases with which their memory or their invention can furnish them, they build them into long and lofty sounding sentences to the total disfigurement or entire loss of the thought which they set out to express. The word has not been sought to express the idea but an idea has evidently been sought to fill the word, or

rather the word is used for its own sake. I was several years ago asked by a gentleman who was a pleasant and forcible public speaker, but wholly inexperienced as a writer, to aid him in revising an article which he had prepared for the press but which had been returned to him with a refusal to publish it. It was a fancy sketch and was filled with the marks of a splendid but somewhat vague imagination. But the meaning was so hidden under a load of grandiloquent phrases as to be almost lost. Like a child or savage who had accidentally been left alone in some jewelry store and had covered itself with tawdry and ill assorted ornaments hanging them on in all possible ways and places, it was a mere wilderness of fine words. And to all suggestions of change which would leave out some of his most magniloquent phrases he replied that they were the main beauties of the piece.

The overweening love of fine expressions is not seldom sometimes even in writers of some note. Instances can be detected in which they have turned aside from the direct line of their thought to drag in some fine sounding phrase that has caught their fancy.

The obvious dictate of common sense to the young writer is first to learn to think. Concerning whatever subject he proposes to himself, let him ask "What is the truth?" And when the truth in its real beauty and grandeur stands out before him, let him seek the fitting phrase to embody it. Let even eloquent words and sentences be sought, but let it be remembered that these are ever the most eloquent words which reveal the most clearly the form and glory of the indwelling truth. No one can become a fine writer merely by dint of his acquaintance with fine words.

In teaching the art of composition in schools, teachers often fail just at this point. No aid or directions are afforded to the pupil for examining his subject or for arranging his thoughts. Composition is required rather than taught, and thus in this important department of education the pupil is thrown uninstructed on his own powers. It is little to be wondered at that under such a system of instruction so few of the pupils of our public schools ever attain the ability of writing their vernacular with any skill or even with correctness. All true instruction in the art of composition must begin with some proper instruction in the art of thinking. A simple subject being chosen the pupil should be led by a series of skilful questions to see and express its real nature and relations, to analyze it, and mark its analogies and connections, and, if it be a proposition, to gather the proofs and state clearly the conclusions. Let

whole class have the same topic proposed and each one in turn be required to state some thought concerning it; then let the teacher, having written these thoughts in the pupils' language upon the blackboard, proceed to arrange them in a logical order asking the class to change the phraseology whenever it needs to be changed, to furnish proofs, figures and illustrations till all the thoughts obtained are combined into a single composition. One such exercise wisely conducted is worth a dozen of those unguided efforts commonly called composition.

## TEACHING PENMANSHIP.

In teaching penmanship to beginners, it will be found an advantage to give several lessons or exercises in holding and using the pen before any attempt is made to produce regular writing strokes. In the usual method of teaching, a copy of straight marks is given at the outset and the pupil is directed to imitate them as nearly as possible. In the endeavor to do this the position of the pen is liable to be forgotten and the more especially, since the hand has had no training in the use of a pen A bad habit of holding the pen is almost inevitable under this process.

As a first lesson let the pupil be taught simply how to hold the pen After the pen has been placed rightly in his hand and he has been made to notice carefully how he holds it, let him be told to lay it down and pick it up again putting it in right position. This may be repeated till he grasps it rightly at every trial. In this way the muscles of the hand are cultivated to a firm and easy hold of the pen. At the next lesson the pupil may be taught the proper position at the desk, and required to rise and reseat himself till the proper attitude is thoroughly learned,— At the same time the exercise of holding the pen should be repeated, and the pupil seated in position may move his pen about,the wrong end being downwards, over some smooth surface.

At the third lesson, he may repeat several times the former exercises of taking his seat and grasping his pen, to give the muscles cultivation, and then may proceed as before to move his pen over some smooth surface, first slowly and afterwards more rapidly, taking care to maintain a correct position both of his hand and pen. At first let the whole right arm be unsupported by the desk and the motions large and free. Afterwards the arm,midway between the wrist and elbow, may rest lightly

on the edge of the desk. In these exercises no ink should be in the pen, as any mark would distract the attention from the single thing first to be attained, viz: an easy and correct use of the pen. If these exercises be persevered in for a little time, the pupil may then proceed to writing after copies, without any danger of getting his fingers into the cramped position so common to young beginners in penmanship.

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## LATENT INSANITY.

There is many an unrecognized maniac loose in society, who, in the language of high medical authority, acting under some one predominant morbid idea may bring destruction into a home once beautiful and a household once happy. Such a man may become a tyrant, a brute, a spendthrift, a suicide, and yet pass through life as a rational and healthy man. What we charitably call "*Eccentricity*" is but too often, hidden madness. Such persons are curious in their ideas of dress, walk singularly and use a variety of odd expressions; and yet, in other respects, they exhibit such an acuteness of intellect, such a lightning-like rapidity of perception, as to the proprieties of things, we cannot bring ourselves to believe that there is insanity there; and we wait and hope on. But look a little more closely. Their temper is furious, utterly uncontroliable. The slightest occurrence makes all the difference between a lamb and a lion, so of the man: while in the woman, naturally and in health, all that a woman should be, kind, loving, gentle, humane, pitying and pure, the most trifling causes wake up an ungovernable fury, and every thing like feeling, and sentiments and refinement, in speech and action, disappears in an instant, and there stands before us, an angel ruined!

By all our love for human happiness therefore, we say to every reader, especially to those who have authority over others, discourage everything like a love of exclusion in your children. Do not leave young people much alone. We doubt much the propriety of allowing any member of a family "a room for themselves." The children of a household should be taught never to lock their doors on the inside, for more reasons than one. The feeling should abide on us all, day and night, "YOU ARE OBSERVED." O, what a vast amount of wrong doing and crime, the prevalence of that single idea would prevent! Let young girls and boys be made to learn, that every box and drawer and letter and book and port folio, must be left accessible, always and under all circumstances, to a loving mother's eye.

There is a wise lesson here, of infinite value, for it will save many a mother's brain from wreck, if properly heeded. Especially do we address ourselves to young wives. Don't pout. Don't shut yourself up in a room and cry by the hour for some trifling inadvertency or imaginay neglect of your husband. He has won you and now has living to win

He has to deal in the rough world, and jostle and be jostled by rough men. He has money to pay, and to keep up his credit and his honor, he has it to earn, or having earned it once, he may have to earn it a second time by endeavoring to collect it. In these things he has daily disappointments, and severer losses. He loves you, and in that love, seeks to confine trouble to his own bosom, and thus many a time his mind is away from himself, as well as you, and any neglect of you is a necessity, not an intention. But feed the feeling! Take counsel of passion! and you fan a spark, which lights up a disease which, but too often, locks you up in an asylum.—*Hall's Journal of Health.*

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The Father's Duty.—We estimate a mother's importance in her family as high as any one can; and yet we do not believe that she monopolizes all the qualities needed for the great work of training up human beings. Her very familiarity with her children places her at a disadvantage for the exercise of wholesome authority. The wise father will not indeed take the reins of family government from his wife; but he will make his children feel that her gentle sway is sustained by a firm and steady hand; that behind their mother's tender heart stands a cool judgment, and a will stronger even than their own, and that they cannot impose upon the one nor resist the other. But if he would be truly the father of his family, he must not be a stranger to them. It will answer no purpose for him to come in once in a while to meet some great emergency, and awe down rebellion by hard authority. He must be the companion, the friend of his children. Strong natural love must be the basis of all beneficial discipline.

But this is also, I had almost said equally, necessary for the father himself. Nothing keeps the heart so fresh and young, saves it from bitterness and corrosion through the cares, and conflicts, and disappointments of life, as the daily enjoyment of a happy home. And a man of business, or a scholar, who thus allows himself time for relaxation and for the play of the domestic affections, will in the course of years have accomplished more, with less wear of mind and body, than one who has been all the time on the stretch, seeking "to catch the nearest way" to wealth or any other object of personal or public good.—*Ex.*

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Maintain good order in School. Good order does more to form right characters than either Arithmetic or Grammar. The teacher is never better employed than when maintaining the discipline of his school.—Let everything have its own place and do every duty in its own time.

Would you teach for eternity rather than for the passing day, teach thoroughly. Thoroughness engraves its lesson on the rock and it abides forever; superficial haste writes its lesson in the sand and the next wave effaces it.

# Youth's Department.

[From Five Points Monthly.]

## ONE BY ONE.

One by one Earth's wrongs are smitten,
  One by one its errors fall;
One by one are carved and written
  Truth's great triumphs over all;
One by one the dreary places
  Glow with green and gush with light;
One by one God's finger traces
  Moons and stars upon the Night.

One by one are rent and riven
  All the links of hell's hot gyves;
One by one the chords of heaven
  Gently, strongly clasp our lives;
One by one Earth's bitter weanings
  Leave us nearer to the skies;
One by one Life's higher meanings
  Break like sunlight on our eyes.

O the weary months of sorrow—
  O the long and solemn years!
O the yearning for the morrow
  That should give him joy for tears!
O the wrestling heart's great anguish!
  O the wasting of the frame—
And the love that could not languish,
  And the spirit ringed with flame!

Let it pass:—the blessed throbbing
  Of the purple heart of morn,
Drew its pulses from the sobbing
  Midnights sitting in her scorn;
And the calm Soul's higher thirsting,
  And the light of truer eyes—
These are but the upward bursting
  Of the seeds of sacrifice.

Therefore—though the iron shackle
  Clasp and clench the writhing spheres;
Though the red fires flame and crackle
  Through the ghastly shuddering years;
Though the green Earth weep unshriven,
  And thick mildew blast the Sun—
Still shall all, save Man and Heaven,
  Pass and perish, One by One.

RICHARD REALF.

*Five Points House of Industry. New York.*

## THE EDITOR'S TALK WITH THE SCHOLARS.

DEAR SCHOLARS:—Many of you, doubtless, are just beginning School for the winter and are promising yourselves a long pleasant winter full of fun, or, it may be, resolving that you will study hard and make it a winter of great improvement. You mean to learn more than ever before.

To those who are promising themselves a winter of pleasure, I have a word, from my own experience, to whisper to them. If they would have a winter pleasanter than they ever passed before, let them study faithfully, and get their minds so interested in their studies that they will dream of them at night. A winter passed in such devotion to study, will prove a winter of high enjoyment, and the remembrance of its pure pleasure will be a joy forever. No people make a sadder mistake than those who make pleasure their business. None work so hard for such small pay.

I hope, however, that the larger number of you are planning a good time for study, and mean to make the winter school yield you a large return of learning. Could I speak to you just two words as you open your books each day I would say "*be thorough.*" Do not be in haste to get over much ground. There is an old proverb which says "the more haste the worse speed" and you will certainly find this true in study. You can not measure your true progress by the number of pages you have gone over. He who goes fastest often learns least. There is a mine of golden wealth in every page of a good text book, but you must stay long enough on that page to get beneath the mere surface or you will never reach the true riches of learning.

There is scarcely anything more disastrous to the student than the feeling that he has only a little while to remain at school and therefore he must go over as much ground as possible. The time spent in gaining a thorough knowledge and practice of the elementary rules of any art are by no means wasted. Five times as much time should be spent upon the first rules in Arithmetic as is usually given to them. The following old story of a music teacher and his pupil, which I found re-printed lately in the Massachusetts Teacher will show you the advantages of a thorough knowledge of elementary rules.

"*Porpora*, one of the most illustrious masters of Italy, conceived a friendship for a young pupil whom he supposed possessed of the necessary requisites, and asked him if he had courage to persevere with con-

stancy in the course of study which he would mark out for him, however wearisome it might seem. Having gained the consent of the young man, the master wrote upon a single sheet of paper the diatonic and chromatic scales, ascending and descending, the intervals of third, fourth, fifth, &c., in order to accustom him to the habit of taking them with freedom, together with trills, groups, appoggiaturas, and passages of various kinds in vocalization. This page occupied them two years; the third year came round, and nothing was said in regard to changing the exercises, and the pupil began to complain; but the master reminded him of his promise. The fourth year slipped away; the fifth followed with the same unaltered page. The sixth year found them at their task, but the master added to it some lessons in articulation, pronunciation, and lastly in declamation. At the end of this year, the pupil, who still supposed himself in the *elements*, was much surprised when his master one day said to him: "Go, my son, you have nothing more to learn; you are the first singer in Italy." It was *Caffarelli*, one of the most distinguished singers in the world.

What you learn thoroughly is your own; what you pass over with a bare understanding of it remains the property of another. Better a dollar that is your own, than a hundred which you are merely to count over and leave. The little knowledge which you make your own by long familiar study will prove to be seed, and will grow more and more all your lives, while the knowledge which you learn hastily is often like the grain you eat; the good of it is soon gone and it is lost forever.

It is moreover of great importance to you to form *habits* of thoroughness. Such habits will prove kind and powerful friends in every business, and they will aid you every day of your lives. They are perpetual teachers. Life is one long successful school term, to such as have these habits of patient, thorough study.

## DANIEL WEBSTER'S EARLY READING.

We find the following reminiscences of Webster's early love of reading, in the last number of Harpers' Magazine. They furnish an excellent illustration of a maxim of great importance to young readers, viz: *read much but not many books.* The great multiplication of books in these latter days works great evil often, to the young by leading them to run with haste through many books, while the mind is wearied and wasted without any corresponding benefit. Dr. Nott used to remark that a man's knowledge is usually in the inverse ratio of his reading, *i. e.* the more things he reads, the less he knows.

"I remember that my father one day brought home a pamphlet copy of Pope's Essay on Man. I need not say I read with avidity. I read, re-read, and then commenced again; nor did I give up the book till I could recite every word of it from beginning to end. We had so few books that to read them once or twice was nothing. We thought, as a matter of course, they were all to be got by heart. Many a time since I have thought of this when I have heard that sagacious advice quoted of one of the ancient writers (Pliny, was it not?), *Legere multum, non multa.*

"I recollect one occurrence that shows the great value we attached to books. The close of the year had brought along the next year's almanac—an encyclopedia to us then of useful and entertaining knowledge; with what anticipation of delight did we await its promised coming! A page was devoted to each month, and on the top of each page were four lines of poetry, some moral, some ludicrous, and some sentimental. The almanac came one morning, and before night my brother and myself were masters of its contents, or at least of its poetry and anecdotes. We discussed and laughed over it during a long December evening, and then went to bed upon it; awaking some time before the morning light, we renewed our conversation and recitations. It so happened that we had a difference of recollection about one word in the third line of *April's* poetry. A variation of so much importance was not lightly to be passed over. We could not settle it by argument; each was positive in his own recollection, and there was no umpire. But the *fact* could easily be ascertained by inspection of the book. I arose, groped my way to the kitchen, lighted a candle from the embers on the hearth, and proceeded to a room in another part of the house in search of the almanac; found it, and carried it to our room. The disputed passage was examined, and I believe I was found to be in the wrong. I blew out the candle and returned to bed. The consequences of my nocturnal exploration came nigh being serious. It was about two o'clock in the morning, and just as I was again going to sleep, I thought I saw signs of light in the room I had visited. I sprang out of bed, ran to the room, and opening the door found it was all on fire. I had let fall a spark, or touched the light to something that had communicated fire to a parcel of cotton clothes; they had communicated it to the furniture and to the sides of the room, and the flames had already begun to show themselves through the ceiling in the chamber above. A pretty earnest cry soon brought the household together. By great good-luck we escaped. Two or three minutes more and we should have been in danger of burning together.—As it was, I think the house was saved by my father's presence of mind. While others went for water, he seized every thing movable which was on fire, and wrapped them up in woolen blankets. My maternal grandmother, eighty years of age, was sleeping in the room.

"My college life," said Mr. Webster, "was not an idle one. Besides the regular attendance on prescribed studies and duties, I read some little of English history and English literature. Perhaps my reading was too miscellaneous—a habit into which we too easily fall—for nothing is more dangerous to the mind than indiscriminate indulgence in books."

LUTHER AND HIS CHILDREN.—In the midst of his great public duties and trials, he was alive to every thing, however slight, which concerned the happiness of *his own*, (to use the beautiful expression of his native tongue) and his sweetest solace was in their society. If his heart was heavy, his resource was to take one of his little ones in his arms, caress and sport with it. Once at such a time he embraced his youngest child, pressed it to his bosom and cried. "Ah, what a great blessing from God it is to have these dear children: codpoles and blockheads are not fit to have such treasures!" He delighted greatly in the prattle of children, in their simplicity and singleness of heart, their readiness to forgive their happy carelessness of the future. At table one day little Martin spoke of Heaven, of the pleasantness of living there, "for in Heaven," said he, "sweet cakes grow on the trees." With a benignant smile his father replied: "How beautiful and happy is the life of these little ones! They have no worldly cares, see nothing of the fanatics and sectaries in the church, have only pure thoughts and joyful speculations." Margaret was once prattling to her father, with all a child's simplicity and joy, about Jesus, the good angels, and Heaven. Touched to the heart, he cried out, 'O the blessedness in the faith and life of children! The word which they hear they receive with joy, nothing doubting, and are happy. But we, old fools, have the heartache, and yet will dispute.—Yet, Christ hath well said, 'except ye be converted and become as little children, ye cannot enter the kingdom of Heaven.'"

He was fond of working in his garden with his "Katy" by his side, and the children sporting round him. Sometimes, in fine weather, they repaired at evening to "Luther's Well," a spring which he had himself discovered, enclosed and covered with a little pleasure-house. At other times, they spent the hour after supper in singing, while he blew the flute, or he sung with them to his favorite lute.—*Ex.*

TO MAKE GUN COTTON.—Mix in any convenient glass vessel one ounce of nitric acid with an equal quantity of sulphuric acid; when the mixture has cooled, place sixty-seven grains of fine cotton wool in a Wedgewood mortar pour the acid over it, and with a glass rod saturate the cotton as quickly as possible. Then pour out the acid, and squeeze the cotton with the pestle. Then wash it in water several times, or let the tap flow upon it until the acid is washed out, and no acid is perceived.—Then squeeze it and dry it in warm air, and it is all ready.

EXPERIMENT WITH CUCUMBERS.—The Maine *Cultivator* says:—"When a cucumber is to be taken from the vines, let it be cut with a knife, leaving about the eighth of an inch of the cucumber on the stem, then slit the stem with a knife from its end to the vine, leaving a small portion of the cucumber on each division, and on each separate slit there will be new cucumbers as large as the first. Those wishing to raise large quantities of this article for pickles, will do well to try the above experiment."

SLAVEHOLDING ANTS.—I do not know what kind of ant the wise man took his lessons from. There is, at any rate, one species of ant which are the verest sluggards alive. They do not work at all, but live in idle and luxurious ease, except when they make a predatory incursion against a neighboring tribe of black ants for the purpose of making slaves of their young. Yes, they are veritable slaveholders. All their work is done by slaves, who yet live among them in all other respects upon terms of perfect equality. A large majority of these slaveholding ants are females, the rest being only "a few idle gentlemen and some two or three princesses of the blood." The warriors are all females, and when they have planned an excursion they sally forth into the territory of the tribe from whom they expect to obtain the desired supply of infant slaves; for be it known, they never attempt to capture any others. Arrived at the city of their unoffending neighbors, they find them assembled in front of their gates, ready armed, to resist them, for the alarm has been given long before they reach the spot. A war of extermination then ensues, in which the white ants come off victorious, leaving the ground for four feet square strewed with the dying and the dead. Thousands fight against thousands, each in single combat. In another part of the field a cohort of assailants charge in solid column upon a firmly-resisting phalanx of the defenders. But all resistance is vain, and the last of the defenders is slain. Then the Amazonian victors rush to the nurseries of their slaughtered foes, and each secures her little captive, and they bear them in triumph to their own city. Here they are placed in the charge of nurses, slaves like themselves, to be reared by them. They are brought up to perform all the drudgery of their owners, who spend their time in listless ease and luxury, till the necessities of the commonwealth require them again to go out on a marauding expedition to keep up their supply of servants.—*Harper's Magazine.*

## QUESTIONS TO OUR CLASS.

1. Why is the round or convex side of the new moon always towards the sun?
2. Why are the hind wheels of wagons made larger than the forward wheels?
3. Why is it colder in winter than in summer?
4. Why do not trees and grass grow in winter?
5. Why does exercise make one feel warm?
6. What causes the wind to blow?
7. Where does the heat come from when you burn wood or coal?
8. Since heated air rises, why is it colder on the top of a mountain than at the base?

## ANSWERS TO OCTOBER QUESTIONS.

1. Red, orange, yellow, green, blue, indigo and violet. These colors are all seen in the solar spectrum. White is a combination of all these colors, while black is the absence of all. In reality there are

but three primary colors, red, yellow and blue, the others being but combinations of these.

2. Breathing furnishes the blood with oxygen and carries off the superfluous carbon. It is somewhat like the draft of a stove, and furnishes the fresh air from which the heat of our bodies is manufactured and life sustained. What the lungs throw out in breathing is poisonous, and hence we should always take care to get a plenty of fresh air.
3. Because it is attracted by the earth.
4. They are the lungs through which the trees breath and breathing is as necessary to the trees as to us.
5. The potatoe, indian corn, and tobacco.
6. They are still in the atmosphere, but the vapor is so minutely dispersed as to be invisible.
7. The heat of summer disperses the vapor of the clouds, while the cold of winter condenses them.
8. It is from the tusks of the elephant.

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# Editor's Table.

NOVEMBER has come upon us with a chill in its gusty atmosphere as though it meant to cool down this fever of politics which has been raging throughout the land. An election as important in its consequences as any ever held in the country has just passed, and now, as we are writing these closing words for this month, the politicians are counting their gains and losses. The election has resulted, it is believed, in the election of James Buchanan to the Presidency. His Excellency Kinsley S. Bingham is again Governor of this State, and Hon. Ira Mayhew is re-elected Superintendent of Public Instruction. The Republicans have re-elected thir entire State ticket by large majorities.

RESOLUTIONS passed at the close of the State Teachers' Institute at Centreville, October 3d, 1856.

*Resolved*, That we consider Teachers' Institutes one of the most effectual means of increasing the interest in education, and of raising the standard of teachers' qualifications to what it should be.

*Resolved*, That the series of lectures at this Institute has been of the most interesting and instructive character, and that we have listened to them with the greatest pleasure and profit.

*Resolved*, That we return to our schools and homes with enlarged views of the teachers' duties, and better prepared to discharge those duties than we have heretofore been.

*Resolved*, That we cannot but urge upon our fellow teachers, and

those interested in the cause of education, the importance of Teachers' Institutes and Associations, and their obligation to attend them whenever it is possible for them to do so.

*Resolved*, That we return our sincere thanks to our Instructors, who have labored for us during this Institute. Although many circumstances have been unfavorable yet they have discharged the duties intrusted to them with zeal and energy, and with perfect satisfaction to all.

*Resolved*, That we regard the Michigan Journal of Education in every respect worthy of our confidence and support, and we kindly, but strenuously urge upon teachers, and friends of education the necessity of giving it their hearty support.

*Resolved*, That it is our intention to hold an Institute in this County, in the Spring of 1857, and we cordially invite the presence and co-operation of all.

E. BANCKER,
J. J. SADDLER, } Com.
AUGUSTA TODD,

At the close of the Teachers' Institute held at Howell, commencing September 8th, and ending on the 19th inst., the following resolutions were unanimously adopted by the Institute:

*Resolved*,

1st, That we fully appreciate the wisdom and beneficence of our State in appropriating a fund for the support of Teachers' Institutes.

2d, That we regard the Teachers' Institutes as of vital importance to the educational interests of our State.

3d, That the manner in which the present Institute has been conducted merits and receives our unqualified approbation; and the professors who have had charge of this Institute have evinced the wisdom of our Hon. Superintendent of Public Instruction in their selection.

4th, That we regard the Michigan Journal of Education and Teachers' Magazine as one of the most important auxiliaries to the cause of education in our commonwealth, and express our convictions that to the teacher who would creditably discharge the duties of his high trust, some such Journal is indispensable.

5th, The manner in which it has been conducted by its able editor, Rev. J. M. Gregory, meets our warmest approbation; and we, as teachers of Livingston County, do cordially respond to the appeal of the Michigan State Teachers' Association in behalf of the Journal of Education, and hereby pledge our hearty co-operation with our fellow teachers throughout the State in the effort to sustain it. We will endeavor, at least, to attain the 75 subscribers assessed to our county.

6th, That, in order to create an awakened interest in Primary Schools, and render the employment of teaching in them worthy of a higher regard, by securing a higher standard of attainment, we respectfully suggest to our next legislature the propriety of making provision for the office of County Superintendents.

A STATE TEACHERS' INSTITUTE was held at Charlotte, Eaton county, Beginning Monday the 20th of October. It was pretty well attended and a fine spirit prevailed. Much credit is due to Rev. Mr. Williams for the enlightened public spirit with which he labored to procure this privilege for the teachers of his county. He was ably seconded by the leading teachers of the county.

EDUCATIONAL MEETINGS.—The Ex. Committee of the State Teachers' Association are making preparations for a grand gathering at the semi-annual meeting to be held at Battle Creek commencing Wednesday evening, December 24 President Fairfield of Hillsdale, and Prof. D. P. Mayhew of Ypsilanti have been invited to deliver evening addresses.—The Committee will announce a fuller programme in our next issue.

*(Wayne County)*

The Plymouth Teachers' Association open the winter's campaign by a meeting at the Seminary building in Plymouth on Saturday the 29th inst. We cheerfully accept the invitation to attend and deliver an address.

A call will soon be issued for a meeting of the teachers of WASHTENAW COUNTY, to be held early in December, probably at Saline. Pass the word, and let all be ready to attend.

WE have received a circular issued by the Lenawee County Teachers' Association, from which we learn that a movement has been set on foot to secure a thorough organization of township educational societies throughout the county, before the 1st of January. The circular advertises meetings in all the townships, several for each Saturday in December, and prominent teachers are advertised to be present to aid in the organization.

Thus on Saturday, November 29th, at 10 o'clock A. M., meetings for organization will be attended as follows:

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| O. L. Spaulding, at Medina, | F. O. Stiles, at Adrian. |
| D. M. Beers, at Hudson, | M. Bridgman, at Rome. |
| W. S. Perry, at Tecumseh, | F. Hubbard, at Cambridge. |

*Saturday, December 6th.*

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| O. L. Spaulding, at Seneca, | F. O. Stiles, at Palmyra. |
| D. M. Beers, at Rollin, | M. Bridgman, at Madison. |
| W. S. Perry, at Macon, | F. Hubbard, at Ogden. |

And thus they proceed till every township in the county is organized.

The movement is well planned and reflects great credit on the gentlemen who are so nobly laboring to advance the educational interests of old Lenawee. Will not the citizens respond heartily to so generous and beneficent an enterprise. We commend this plan to teachers of other counties.

UNION SCHOOL STATISTICS.—It is desired to collect the statistics of the graded or Union Schools of the State. Will Principals of those schools having more than one department please forward to us at their earliest leisure the following items of information, concerning their re-

pective schools, viz: the title and location of the school, the number of departments or grades in the school and the number of papils attending each, whether the ancient languages are taught and the number of pupils studying them, the names of the principal, and assistant teachers and the salaries of each. The latter item is not essential and yet the publication of these salaries would awaken thought that might do good. Teachers will do themselves a favor as well as us by furnishing these statistics as it will put them in communication with those who will render them some assistance. When the statistics are complete we will publish them in a tabular form for the benefit of all.

THE MACOMB COUNTY EDUCATIONAL SOCIETY held an institute at New Baltimore, the last week in October. Owing to the political excitement there was but a small attendance. Another institute was appointed to be held at Washington next April. An excellent practical address was delivered before the Society on Wednesday evening by Prof. Briggs of Romeo.

NEW BOOKS COMING.—President Mahan now a citizen of Jackson in this State, has a new work on Logic in Press. It will be looked for with much interest by those who are acquainted with the author's metaphysical writings.

Prof. Sill, of the State Normal School, has a grammar for beginners nearly ready for publication. Prof. Sill's success as a teacher gives good promise of the value of his book.

Xenophon's Anabasis, edited by Prof. J. R. Boise, will soon be issued by D. Appleton & Co. N. Y. Prof. B. is perhaps one of the most Greek scholars in America, and is already favorably known as the author of an excellent elementary text book of the Greek Language.

Several other books are understood to be in course of preparation by Michigan authors.

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## Items.

——We learn that several important changes have taken place in the College at Ionia (Michigan Union College?) Prof. Hand has resigned on account of ill health.—Rev. Asa Mahan formerly president of Oberlin College and afterwards of the Cleveland University, has been elected president, and Prof. Lee of New York, known as a theological writer, has been chosen principal of the Theological Department. Prest. Mahan has been preaching at Jackson, Michigan, for a year past. We are glad to record the accession of an educator of so much ability and experience to the corps of Michigan teachers.

——G. P. Sanford a graduate of our State Normal School has been elected principal of the Union School at Lansing. Mr. S. maintained a high stand as a scholar, and we look to see him pursue a successful career as teacher.

——We learn that Mr. G. C. Reed, lately from Ohio has taken charge of the Union School at Hillsdale.

——George S. Jewell from Clyde, New York, has recently assumed the charge of the Homer Academy, Calhoun County.

——A fine Brick Union School House has just been erected at Quincy, Michigan, at a cost of about $3,000. The School has opened under the charge of W. H. Watkins, as Principal.

——A fine academy, one of the former Branches of the State University, has recently opened at White Pigeon, under the care of C. M. Temple.

——T. R. Denison, formerly from the Normal School, has charge of the Union School at Plymouth, Wayne County. His School is reported as of much excellence.

——W. C. Cranston, of Livingston County, has taken charge of the Union School at Saline. Mr. C. is a teacher of much energy and enterprise.

——I. E. Holden, of Maine, has taken charge of the Union School in the Lower Town of Ann Arbor.

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# Literary Notices.

CONQUEST OF KANSAS by Missouri and her Allies, by WM. PHILLIPS, special correspondent of the *N. Y. Tribune*, PHILLIPS, SAMPSON & Co: Boston.

The History of Kansas is but a single act, though an important one, in the great drama whose end is not yet, but which, unless God defend us, will shiver this Union to atoms. The book before us contains a detailed and graphic description of the attempts by which violent men from the South have attempted to foist slavery upon this territory. We would willingly believe that the great mass of our countrymen at the South do not concur in that giant wrong which would extend slavery over a territory guaranteed to freedom. Patriots in all parts of the country should read soberly and candidly this record of the nefarious wrongs inflicted upon peaceable settlers in Kansas. Wrong may triumph for a time, but there ever follows on its path a retribution which grows more terrible with every delay. For sale by JOHN. A. KERR & Co., Detroit.

BERARD'S HITSORY OF THE UNITED STATES, Philadelphia: H. COWPERTHWAITE & Co.

The story of our national history is told in this little book with much felicity, and the book with its illustrations is got up in beautiful style.

HOOKER'S HUMAN PHYSIOLOGY, designed for Colleges and the higher classes in Schools. FIRST BOOK IN PHYSIOLOGY. By WORTHINGTON HOOKER, M. D. New York; FARMER, BRACE & Co.

We have received from Raymond & Selleck, Detroit, copies of the above named text books. They are amongst the most valuable text books on this important subject that it has been our lot to examine. Dr. Hooker is a man of real science and withal a fine writer. His books will bear close scrutiny.

ARITHMETIC AND ITS APPLICATIONS. COLBURN'S FIRST PART. By DANA P. COLBURN. Piladelphia: H. COWPERTHWAITE & Co.

Mr. PEAVEY, the agent of the publishers, has laid upon our table the above works. They are evidently the work of a skillful teacher as well as of a profound Arithmetician.

"The First Part" cannot but prove a valuable aid to beginners. It leads the learner by such easy and regular gradations as almost to ensure thoroughness.

The larger book is a full and valuable treatise on numbers. We notice many excellencies and cordially recommend it to teachers for examination.

MICHIGAN JOURNAL OF EDUCATION,
AND TEACHERS' MAGAZINE.

VOL. III. DECEMBER. NO. XII.

For the Journal of Education.

## HAPPINESS DEPENDENT ON CHARACTER.

Young man, just bidding farewell to school or college to enter the walks of busy life, a word in your ear. Be not surprised that a stranger should accost you. You are, just at this time, an object of surpassing interest to every thoughtful beholder. I say it not to flatter vanity but to awaken a sense of responsibility. Your own happiness and that of countless others is committed to your keeping. Hitherto you have been led, henceforth you are to be a leader. Hitherto you have been the centre of convergence, upon which have been concentrated the influences of parents, of home, of friends, of teachers; henceforth you are to be a radiating centre, from which these influences, modified, combined, directed and energized by your individual, intellectual and moral life, are to react upon family, friends, the school, the world. The days of pupilage have passed away, the day of independence has dawned—and you are ready for the declaration. We see it in your full grown stature. We mark it in your manly bearing. We read it in your looks, beaming with high hopes and firm resolves. We hear it in the tones of your voice, uttering the generous purpose, the noble aspiration. Grateful as we imagine you to be, to the authority which has hitherto guarded and conducted you, actuated by no mere boyish impatience of restraint, you still feel that Providence has called you too, to be a "power" among men, and with this view of Providence every sentiment and prompting of your rising manhood accord. Go forth then, assume the position to which alike duty calls, and desire impels. Inaugurate a noble manhood. But how? Every path of life is strown with withered hopes. The despairing cry "vanity of vanities," has been wrung not from the ignorant, the illiterate, the humble in station and talent alone, but especially from the intelligent, the lettered, the sons of fortune and of genius; even when outward

prosperity seems to have succeeded every aim and wish, the disguise is often too transparent to conceal the unrest of a dissatisfied spirit, and could we always read aright the soul's own verdict upon its achievments in life, many a record would appal the stoutest and most hopeful adventurer.

"Were every man's internal care
But written on his brow
How many would our pity share
That move our envy now!"

Where then is the guarantee that yours shall be a happier fate? It is found, if it be found at all, in the deep, abiding, all-conquering conviction that whatever is truly valuable, satisfying and noble in man is comprehended in the one term character—not the gaudy tints with which meretricious fame may emblazon the escutcheon of your name, but the deeper, more enduring marks, the almost imperishable features of the things you love and worship stamped upon your soul. Love what is great and your soul shall expand in answering magnitude to take on its impress. Love what is pure and true and your soul in the act becomes the shrine of purity and truth. What you have and even what you do, is of less account to you than what you are. The source of all permanent happiness is in the soul. Like the stream fed from the spring in the mountain's heart, it may speed on with a fuller and more gladsome tide when blessings, like vernal showers, fall all around our path, but it will run with its purest, serenest waters, its clearest, coolest, most delicious draughts, when fortune's rage, like the scorching heats of summer, have dried up the mere surface rills of outward pleasures and spread barrenness and drought over life's prospect.

"The mind is its own place and in itself
Can make a heaven of hell, a hell of heaven."

So spake the fiend and so speaking pronounced his direst doom. No heaven for him, for hell was in his soul. Here is revealed the principle of human responsibility. Hence to man all possibilities of misery and of bliss in the sphere of his spiritual being. The mind is its own place. By force neither man, angels, nor Deity himself can usurp dominion in it. Whatever then, it admits, embraces, loves and cherishes, this determines character and character pronounces, nay, character *is* destiny. It is not a mere prophecy of the future conditions of existence, (what matter where, if I be still the same,) but the soul's inner life underlying and over-ruling all outward conditions; not a mere fitness or capacity for the influx of happiness, either present or future, but rather a living force, a seminal principle, impregnating whatever objects come within the range

of its activities with the seeds of its own joyous life and bloom, or o kindred blight and decay.

But leaving out of account, as we ought not to leave out of account, a future existence, would that you could comprehend the importance of this truth as it stands connected with the present life. We see not character here in its perfect development. A man wholly vicious, as a man wholly virtuous, were a rare spectacle. So numerous, various, mixed conflicting and subtile are the influences that go to form a character that its true complexion is commonly a secret to its possessor even, and so many are the disguises it assumes that he must be a keen and discriminating observer that can discern any but the most prominent features in that of his fellow, Hence we fail to read aright the lessons which the inner history of those who are around us and of those who have preceded us, furnish for our warning and behoof. We detect not the many delicate but strong lines of influence which connect a man's beliefs, pursuits, aims, pleasures, pastimes and associations, with the formation of his character, penetrating the substance of the latter like the almost invisible capillaries of his body and conveying streams of every hue and quality, from the bright life current that only purifies and strengthens to the dark tide that only corrupts and enfeebles.

And just as far are we from discovering the equally important connection between character and happiness—not the existence of such a connection, for that all must feel and admit, but the mode and extent of it. But admit the connection in general and where will you sunder it? How will you avoid the conclusion that whatever impairs moral character impairs happiness, just as certainly as the one depends upon the other; and that just so far as any act is a marring of the perfect symmetry of the former, it is to an equal extent a tainting and a blighting of the latter. The happiness which depends upon character is moreover the most elevated in kind of which our nature is susceptible. Indeed it is that which most commonly receives and alone deserves the name of happiness.

The senses afford us rich and varied pleasure, the exercise of intellect is attended with high and exquisite gratification, but nothing less divine than the right cultivation and use of moral faculties can yield the celestial and cloyless fruit of happiness. A brute may revel in all that is most luscious to sense. A demon may exult in the pride of intellectual might, but God and holy beings alone are are essentially and perfectly happy. Let the conscience preside at the decisions of every hour. Attempt no divorce between duty and interest. Be assured there is recort.

ded in the broad archives of God's universe, spiritual or material, no statute which can be plead for the rupture of bonds so sacred. Especially in the choice of your life's work, be not false to the impulses of cultivated minds conscious of the possession of noble powers and illumined by the light of history. You know the verdict of the many-voiced past. Whose are the names that the world delighteth to honor? What the characters that have commanded the eulogiums of your youthful oratory and the peans of your virgin verse? What the exploits that have winged your loftiest conceptions of human dignity and worth? What the transactions that have awakened your fiercest scorn and provoked your bitterest invective? Far distant be the day when you shall sneer at these utterances as the meaningless effusions of too ardent and romantic youth. Let not your sympathies contract with advancing years lest ere the frosts of age shall settle on your brow the snows of a polar winter shall have frozen the once warm currents of your heart and the pall of a darker than polar night have settled down on your prospects forever. Again our appeal to you is: go forth! inaugurate a noble manhood!

F.

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For the Journal of Education.

## THE SPIRIT AND AIM OF THE SCHOLAR.

There is a class of men, as large to-day perhaps as ever, who pride themselves upon being what they term *practical* men. They hold in great disfavor all pursuits in life which do not largely combine this all-important element, and their idea of the *practical*, is, whatever can be turned into dollars and cents.

These men are doubtless the lineal descendants of those who lived in the days of Horace, and who tested every thing with their utilitarian, "*cui bono?*" "What is the profit?"

The prevalence of such a spirit is in deadly hostility to the highest attainments in scholarship, since these attainments do not generally or readily commute themselves into "*cash*," and he who aims to make them, will be pretty likely to incur the stigma of being an *un-practical* man, which in the parlance of this practical age, is synonymous with *worthless*.

Now while we are a firm believer in the progressive spirit of our age and country, yet we think that the locomotive of progress should be attached to something else beside Railroad cars and Ocean steamers, and the mere *physical* improvements which so justly characterize our age.

All these various and wonderful appliances for increasing the wealth and developing the resources of our country are *well*, are *more* than well —are *admirable*, if they do not trench upon forbidden ground. But when

not the *physical* energies only, but also the *intellectual* resources of an age, are absorbed in such pursuits, as their highest aim; when even the *moral sentiments* of a people are lightly esteemed if they cannot be made tributary to the service of mammon; then we believe that this spirit becomes antagonistical to human progress, in its highest and truest sense, and deserves to be driven from its impious intrusions within the temple of humanity, as were the buyers and sellers, from the temple of God, by the scourge of our Saviour.

For the performance of this service we look to the scholar—the man whose mind has been disciplined by thought, enlarged by study, rectified by truth, and refined by sentiment.

The true scholar is enamoured of the true and the beautiful. This is his spirit; and his aim is to trace out, and treasure up, and realize in himself the control of these divine essences, over his own soul, and then by his pen and his voice so to set them before the view of his fellow men as to win them from their gross pursuits, and to teach them that as "the body is more than raiment," so the immortal mind, and the themes which call for the exercise of its powers, are more than the body and all that can pertain to it. Such we believe to be the aim of the true scholar; nor can we admit any one to this distinction whose aims are lower than this.

In pursuance of this aim; the universe of mind and matter, as far as it has been explored, and indeed in all its unexplored extent, is thrown open to his search. From the most minute formation which the microscope discovers, to those overwhelmingly grand revelations which the telescope opens before us, from the modest beauty of the violet, to the gorgeousness of setting day, from the dew drops which sparkle in the morning sun, to the crested waves of old ocean—within these wide extremes he has full liberty to range.

And how much of the beautiful and the true can a soul in lively sympathy with nature here discover—how much whose contemplation is refining, ennobling, inspiring; how much that gives worth to human character, and value to human life, and dignity to human nature. Next to communion with the author of our being, is communion with these unblemished works of his hands.

But a field of richer research is *human experience*; though here we find beauty sadly marred by deformity, and truth darkly mingled with error.

Human history is especially the study of the scholar. Not the record of battles, which fill so large a page in the history of man; nor of discoveries or inventions, nor any of the outward acts of men; but those experiences which lie underneath all these—the hopes and fears of the human soul, its longings and aspirations, its sublime conceptions, its great activities; its struggles against adversities and its triumphs over them, its earnest, though too often unsuccessful grapple with the great questions of human destiny, which like mountains in the sea, lift but their tops above the surface, while their bases lie untold fathoms below.

The record of these experiences, which he will find embalmed in the

great works of poets and philosophers, of orators and statesmen, he must diligently search, and whatever is true in human relationship, whatever is pure in thought, chaste in sentiment and beautiful in conception,—whatever, in fine, can awaken noble impulses, and stimulate to noble deeds and lift the spiritual above the carnal man, it is his to diffuse through society. How choice is such a spirit, how noble is such an aim! IRIS.

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For the Journal of Education.

## THE IMPORTANCE OF MORAL AND RELIGIOUS INSTRUCTION IN SCHOOLS.

From time immemorial, education in some phase has been a favorite theme for the pen. It has received the attention of the great, the good, and the gifted in every age. Youthful genius has chosen it as a theme well calculated to nerve its unskilled pinions in its first attempt to soar into the region of thought; while the profoundest philosopher has found it to be a subject that his deepest research could not fathom.

Never has the pen been so powerfully and so successfully wielded for the defence and promotion of any profession or calling as that to which we, as educators, belong—and it would seem, could we search the records of the past and be permitted to con the ponderous volume which has been accumulating for ages, that we should find the subject held up in every light of which it is capable—that in all our experiences we might find sympathy—for all our difficulties a remedy; and that words of counsel, hope and cheer might gleam forth to gladden every dark and desponding hour. But notwithstanding all that has been written by poets, statesmen, and philosophers—though from the silent lips of the past there may come to us sublime injunctions, directions with regard to the training of youth which may not be superseded or questioned, penned by Israel's poet, Solomon, and the immortal Legislator of the Hebrews, yet we find no excuse for indifference now, for never were the friends of education impelled to action by more urgent necessities—never were they called upon more thoroughly to agitate—more earnestly to discuss means and measures to facilitate the progress of the great work in which they are engaged, than at the present time. Grave questions are before them—questions of deep and vital importance, and among them none is greater than that pertaining to our duty as moral and religious instructors.

To those who rightly appreciate the responsibilities of a teacher's calling, and realize, in some measure, the demand of the age in which we live, there are few subjects that can awaken a deeper interest or upon which we would more gratefully receive counsel. Such, however, need not the importance of this duty to be urged: they would rather inquire, how shall it be discharged? But that there are many teachers who feel, and consequently take upon themselves no responsibility in this particular

observation bears painful testimony; and when there comes to us such evidence of the neglect of moral culture, as that recently given in the report of the board of education of a New England state—when two sage men sit in counsel and discuss the propriety of excluding the bible from the school room—when we learn farther that in many districts in our land the teacher may not bow reverently in presence of his school and acknowledge his dependence upon God, or implore a blessing on his labors, emotions of sorrow are awakened and we feel constrained to waive our own preferences in treating this subject, that we may consider and urge its importance.

Hopeful signs are before us! An interest unknown and unfelt before, is now manifested in all that pertains to the progress and perfection of man. Education is becoming a word of momentous import. It recognizes not only the development of man's intellectual, but equally, also, of his physical, moral and religious natures, and the hour is hastening on when he who would guide the spirit of an Immortal in its onward and upward career must understand his duty in all these particulars. Hitherto a highly cultivated intellect has been considered the crowning glory of man; to that we have bowed reverently and given our attention too exclusively.

We have thought more of scholastic diplomas than of certificates of moral character. We praise, flatter and admire the man who thinks deeply, reasons profoundly, and astonishes the world with his eloquence, although upon his moral character there may be stains that would cause him who wears no intellectual laurels to blush with shame as he met the merited finger of scorn. Nor wholly without reason, do we thus feel! We look abroad and see how great the achievments of intellect—how triumphant its march—how signal its victories. We see it chaining the lightning, making it a swift winged messenger of thought—bridging the ocean with steam ships—belting the earth with girdles of iron—spanning rivers—tunneling mountains—penetrating the immeasurable depths of the Universe—unfolding its laws—and in our admiration of those God given powers which distinguish the inventor, the poet, the painter, the philosopher, the astronomer, we seem almost to forget that man is endowed with any other nature which needs attention or cultivation; as though a perception of right and wrong, a love of truth, a sense of justice love to God, and love to man were of spontaneous growth, and in no danger of becoming perverted, or almost hopelessly blunted.

Plainly, as educators, we have not sufficiently appreciated our calling; our efforts have been too fragmentary; they have lacked the unity of perfection.

He who formed man upright intended that each element of his nature each faculty of the soul should be simultaneously and harmoniously developed.

How defective then must be that system of education which seeks the elevation of one class of faculties while it neglects others. The noblest workmanship of the Deity is warped and distorted thereby. How presumptuous, especially to neglect a nature, the elements of which permi

ur to become kindred with angels, children of God and heirs of a glorious immortality.

Bitterly are we reaping the consequences of a neglected physical nature and can we hope that negleet in a moral point of view will be attended with consequences less hazardous, less bitter?

Certainly not. A few years ago, when disease blighted some fair flower in the garden of our affections and death bore from our sight some fondly cherished idol, we wondered at the allotments of Providence, little dreaming that in ignorant violation of the laws of health we had ourselves caused the lamp of life to burn thus dimly and to go out prematurely.

With a feeling not unlike this, we look about us and wonder at the immorality of man, little imagining that we are at all responsible; forgetful that where thorns have now sprung up to choke and destroy, with a kind and careful hand we might, perhaps, have scattered precious seed —forgetful that "as the twig is bent the tree's inclined," and that the gnarled and knotty oak, boldly defying the fiercest blast, was once a tender sapling, bent by the slightest breath—forgetful that "the child is father of the man." Evidences of depravity meet us at every step. The whole earth is scathed and scarred with sin, and everywhere we turn we meet a solemn, earnest appeal for a system of instruction that shall tend to make man good as well as great. It comes in hollow tones of woe from dens of infamy and shame; it is borne in the bachanalian's song the blasphemer's oath, and the shout of the guilty reveler; it comes to us in the still, muffled tread of the burglar; it gleams from the lantern of the midnight assassain; it is lettered on the tombstone of the inebriate's grave; it is pealing through the grated doors of prison cells; it is heard in trumpet tones where, beneath God's blue sky is reared the scaffold and the gallows; it is born on each passing breeze where the oppressor lifts his scourge and the image of God walks the earth a slave to his fellow man.

Shall such an appeal come to us in vain? Do we not hear it? Is it not to us—to me? To you my sister, my brother? Can we listen indifferently? Nay; not even if we would. The spirit of the age will not allow it—the tendency of the times forbid. Can we look far out upon the sea of human life, and see its heavens o'erspread with clouds of moral night; its bosom tempest-tossed with passion; its foam-crested waves bearing towards some yawning cavern the frail barks of countless voyagers, and still feel no anxious care for the little groups committed to our trust, who soon must sail upon this sea?

O, as we value the good, the right, the true; as we value purity of life; as we value a conscience void of offence toward God and man; as we value the undying moral and religious susceptibilities of our nature; let us awake to our duty; seek earnestly to develop in the child whose character we mold, high moral as well as intellectual endowments. Instil into his mind the principles of patriotism, philanthropy, truth, justice, piety, and we give him an inheritance worlds could not purchase.

The day cannot be far distant when public opinion and the law shall require that teachers be not only able to present testimonials of their

morality, but that they be able also to abide a thorough searching test of their qualifications to teach morality; and the difference between a mere moral teacher and a successful teacher of morals, will be known and acknowledged.

Satisfied with no present attainments, let us seek by all the means in our power to hasten the hour when in our educational system there shall be no schism, and moral and religious instruction shall become as it ought, one of its most prominent features.

In no other way, until parents shall understand and rightly discharge their duty, may we hope to save from vice, wretchedness and misery, the youth of our country. True, a remedy may be sought in the Sabbath school. That it has done and is doing a great and glorious work, none can question; but the limited number who attend, of those who most need its influence; the brief time allotted for instruction, and the rare opportunities afforded the teacher for bringing moral truths to bear with the force of a personal application, are among the reasons which make it evident that the Sabbath school as now organized can never meet the necessities of the case.

Whither, then, shall we turn? The tide of moral bitterness is sweeping onward and still on, threatning to desolate the fairest heritage of earth; bearing on its mad waves the young, the gay, the gifted, the loved. Its pathway is marked with devastation, ruin, misery and death. A mighty moral power alone can stay its fearful course.

Fellow teachers, that moral power is ours! Shall we not wield it? Aye, there is no alternative, we must. Let us no longer shrink from the responsibility, but fit ourselves for the work. Seek to be what we would desire to see our pupils.

Our life should be the scholar's text book; his manual of morals. Let us study nature; study man and thus provide ourselves with a nicely adapted key to unlock each little heart.

Taking the bible for our guide we should strive to entertain enlarged and liberal in views of christianity, and inculcating religious truths, seek common ground where all christians meet and fraternize.

We may rejoice that the area of that ground is becoming more and more extended, yet, even now, we shall find ample room to lay the foundation for a superstructure beautiful and sublime in its proportions, exhibiting the essential features of the christian character and life.

We should, above all, endeavor to appreciate the worth and value of the human soul; labor for and love it, even though it abide in an unseemly tabernacle, clothed perhaps in the habiliments of poverty. Remember that beneath the roughest exterior there is a spark that may be made to glow with a light not of earth, that shall shine on undimmed, when all outward and material things shall have passed away.

Thus fitted we shall find our task easy; our duty a pleasure, and eternity alone can measure the consequence of faithfully discharging it.

L. H. T.

For the Journal of Education.

## LETTER TO YOUNG LADIES.

The remark is frequently made that the influence of woman is much greater than that of the other sex.

That "woman rules the world" is we imagine, an assertion more flattering than true. Her influence is indeed great but not so great, we fear, as many seem to suppose. On the other hand, we believe that she is a very slave to the opinions of her lord. Not all; there are some noble exceptions, but it is, nevertheless, true of the majority. Ask her opinions, if indeed she have any, upon moral and political subjects, and what is her reply? In nine cases out of ten, you may just as well go directly to the husband or father. She is "born to her opinion" and seldom has independence sufficient to dare question the truth of the family belief.

In expressing her opinions of a book or a speech,her voice, alas, is but the echo of the sentiment or criticism of another. If any of our sisters are disposed to question or deny the general truth of these statements, let them remember that "it is only the wounded bird that flutters," and let them consider whether they be not true, however mortifying may be the admission of the fact.

Is it not true that woman, in general, clothes her mind as well as her body, according to fashion? And now, sisters, will we wear these shackles any longer? Will we thus crouch, and thus voluntarily yield up our freedom and independence of mind? Up, let us arise from our fawning servility, shake off our dust and take our proper place in the scale of being. Let us seek the approbation of Him who created us and not be satisfied with the mere smile of our fellow creatures. We have minds capable of expansion and endless progression. These minds must be cultivated, they must be educated.

But what is our education? In what does it consist? To this question various answers are given. Some think their education is finished after having studied Arithmetic, Geography and Grammar, and especially if they have glanced at a few pages in Algebra or Philosophy! Others who have less contracted views include also, in their idea, drawing, painting, and music perhaps, and a smattering of Botany and French. If a young lady has attended a boarding school for six months or a year and made the acquisitions above mentioned she forsooth is "an accomplished Miss." Her education is finished. Alas! for her, when

her little sister, filled with terror, flies to her and honestly inquires the cause of an eclipse of the sun. Alas! for her mother who asks her to explain the nature and action of saleratus. All will admit, we presume, that such an education is not worth the name. But what is the true idea?

Education is the systematic and proportionate development of all the faculties and powers of the mind and body. It is the work, not of a day or a year, or any number of years, it is the work of life; yea, of eternity itself. As long as the throne of God endures, so long will these minds continue to unfold, expand, and increase their capacity for happiness or misery. If our term of probation has not been in vain, how glorious will be our progress! How exalted the privilege of spending endless years in

> "Winging our flight from star to star,
> From world to luminous world, as far
> As the Universe spreads its flaming wall."

In this world we can, at best, but commence the vast work of the cultivation of the mind. How absurd the idea then, that this work is finished even before the true idea of its character is comprahended.

The ultimate object of education then is, not to qualify us to pass through the world;" Neither is it merely to fit us for the station of wives, as many seem to suppose. This indeed is the situation of most of our sex, and an important one it is. If we were to live in this world only, this might be a sufficient inducement to the cultivation of the mind. But another and even more important end will be acquired. Our minds will be thus prepared for a comprehension of the works of God. We shall be fitted to spend eternity in ranging the Universe and in searching out His glorious wisdom and skill, and the better fitted to unfold the mysteries of redemption. Is it not important then, that a systematic education be immediately commenced? The age in which we live demands our active zeal. Time was when woman was considered incapable of scientific research or even of moderate application. In the youthful days of our grandmothers, it was deemed abundantly sufficient for a young lady to study Geography, Arithmetic and a little of Grammar. Nothing beyond this was deemed necessary or even advisable. But how is public sentiment now changed! Are we prepared to discharge the duties devolving upon us and to meet the responsibilities resting upon those who live in this age of progress and reform? We have minds, let us enlarge them; we have sympathies, let us cultivate them; we have powers, let us equip ourselves for the work. Do you say "we can do

nothing!" So we school girls thought when we saw the roof of our boarding house wrapt in one vast sheet of flame. The furniture had been mostly removed and we stood in groups gazing and sighing, Alas! what more could a woman do? Soon the voice of one of our teachers was heard above the noise and tumult around us, "let every woman stand in the line!" The order was no sooner given than obeyed. The fire was soon checked and the building was saved. Sisters, the world is going to ruin. Not property merely, but immortal souls are being destroyed. To save these should be our business. Let us "do with our might what our hands find to do." Banish the idea that you can do nothing. You can do much. Come to the deliberate determination that you will do something, yea, much. The foe is rapidly gaining ground and unless a standard be raised against him, he will certainly prevail. Are we prepared to do our part in this great work? Do we not need thoroughly disciplined powers? Most surely. Is it not our duty then, as well as privilege, to secure them? Say not "I am poor." In this land of such rich educational advantages, none need despair. One of the distinguishing blessings of our age is the system of manual labor schools. The halls of science are no longer closed to all save the rich. The indigent may now enter with equal right and satisfy the craving of an immortal mind. By no means then defer. Though your hands may be your only wealth—though you may be obliged to earn your education—do not give it up. What can ever be of greater benefit to you? What though you may increase your store of earthly gain and be able to dress and appear like those in affluent circumstance, of what avail will this be?

Richer by far will you be with a mind well stored with useful knowledge and a heart to use that knowledge for the good of your fellow beings.

O——, Nov. 10, 1856. H.

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## WINTER.

BY MRS. CORNWELL BARON WILSON.

The Summer skies no more are blue,
The birds sit tuneless on the tree;
The fields have lost their verdant hue,
And all looks sad and drear to me;—
Stern Winter has began his reign,
And chill and murky is the air;
And though I rove the hill and plain,
No blooming flowrets meet me there.

*Graham's Magazine.*

## NEW METHOD OF TEACHING LITTLE CHILDREN.

We make the following extracts from a letter of Mrs. Dr. Vaughn of Mississippi, to Dr. Peters, the editor of the American Journal of Education, and College Review. Mrs. .V proposes to issue a new series of text books for elementary teaching, and gives the following as the outlines of her plan.

First, to interest the child with his letters, let him have a set of letter-cards at home. At school, he will see his smiling teacher with her spelling-stick and cards; holding these up one by one, calling on the school to name each; putting it in the stick to help to form little words, changing them about to others; and at home he will be seeking to imitate her, by placing them in the same way on his little table or stool, and a sister or brother, father or mother, will aid and encourage him.—His letters, as his toys, being his playthings—the instruments of his pleasure—he learns to love them, and to understand the effect of their combinations.

Next, or rather simultaneously, he learns that words *mean* something, and he finds himself called on to *think* in relation to that something.—Accompany me, if you please, to a primary class-room. Do not expect to find my little ones with unwashen faces or hair *unkempt*. All is neat and tidy. Nor need you fear to find one blubbering under the smart of recent castigation, or another scowling upon his teacher who is subjecting him to some of those degrading punishments which develop and strengthen the worst traits of forming character; nor my teacher with a nervous, irritated look, as though she had just left some scene of great interest in some exciting novel, and had come *down*, as she deemed it, to the sober duties of the school-room, all unprepared. No; her face is beaming with intelligence and with interest, and every little eye, which rests thereon catches the genial glow. Preliminaries being arranged, she places her spelling-stick on her table, and lays out such letter-cards as she purposes using. This spelling-stick is very efficient, but very simple, being well represented by a large capital T.

In the upper edge of the *cross-beam*, which may be eighteen inches in length, a groove is made with a saw, adapted to the thickness of the letter-cards of stout paste-board.

In addition to these letter-cards she has, also, a supply of picture-cards of animals, birds, and other objects, some one or more of which she presents at different times, to add interest to the spelling or reading exercise for the occasion. But it must not be forgotten that, for the present, the child's proper business is with *words*; and with *things* only as these may serve the second great purpose, viz: to show him that words *mean* something, and to fix that meaning in his mind. Nor do the questionings by the teacher, which rouse up and direct his thinking powers, contemplate so much the storing of his mind with the knowledge imparted, as the waking up and the disciplining of its powers, and the

formation of habits of investigating, comparing, and discriminating.—But to the exercise.

*Teacher*, holding up *a*, What is this? put in *t*, and they all spell—*a-t, at*—as, at home. Holding up *b*, the same, spell, *b-a-t, bat.* What is a bat? She tries to elicit answers, and bats used by boys at play are discussed. She holds up the cut of a bat. But what is this? Do you see its wings? Would you think it a bird? It has wings as a bird; but see! there are no feathers on them.

They look at the cut in their little book, and find that to be the case. She resumes: He is not a bird; but a sort of mouse with wings. At what time does he fly? (at twilight?) Do you know why he flies at that time? His eyes are weak, and he does not see so well by day.—Other questions are in the teacher's "Hand-book."* But she is admonished not to fatigue the attention, nor to seek to exhaust any subject at one time. Hence, after some or all of these remarks, she changes *b* for *r*, and they spell *rat;* and she inserts the picture of a rat by that of a bat, but next to the word *rat.* What is this? a rat, or the picture of a rat? Has he wings? What has he? How many? Then he is a *quadruped.* Try to say *quadruped.* A *living* thing with four feet is a quadruped. A *pig* is a quadruped. Will you mention some others? etc.—Do you wish to ask me any thing? if so, hold up your hands.

She changes to spell *cat,* and of course says something, and adds *mat, hat, fat,* etc., and asks some questions for to-morrow.

In their book are all these short words, with others which form a little lesson to them during intervals. These are arranged in columns, but horizontally taken they form tolerable couplets, as

| | | | | | |
|---|---|---|---|---|---|
| Cat | —See | puss, | the | old | cat! |
| Mat | —She | lies | on | the | mat. |
| Fat | —Say! | is | she | not | fat? etc. |

Now if this is not very good poetry, it claims the merit of originality and of adaptation. You see *exclamation* and *interrogation* points, thus early inducing the habit of reading with proper *cadences*, etc. But this latter is not left to chance. The agency of the spelling-stick is invoked to secure so important an end. Among the cards there are three little hands, one pointing horizontally, one obliquely up, one down, and the pupils imitate these several positions with their own little pointers,—every hand *inflecting*, I may say, with the voice. The habit of emphasizing is taught in a way somewhat similar. A sentence is formed with *word-cards*, susceptible of variety, as, "Do you see my white pig?"—This they first read in monotone. Then successively with stress on *see, my, white*, etc. And thus the little ones are daily exercised in spelling, *thinking*, reading. But what else? There are singing exercises, and many of the lessons are not unsuited to this purpose. The child finds his book a little stanza adapted to the day of the week, to "be said or

*Approach will be had of difficulty in carrying her plan into successful practice would, in many cases, arise from the impatience of teachers, Mrs. Vaughan has prepared a Hand-book for their use, in which, with appropriate counsels to the young teacher, are the necessary directions to guide her in varying and extending her questions in such a manner as to secure the attention and interest of the pupils. The teacher is thus instructed and instructed in her work and can hardly fail to imbibe so much of the spirit of the system as to prosecute it with success.—Editor.

sung;" one of the Commandments, also, and a small portion of the multiplication table. Also exercises in enunciating difficult sounds, corrections of errors of speech, whether he commit them or not; and exercises in forms of polite address, whether he need such drilling or not. If one does not, perhaps another does.

He has not found the school hours too long, because he has been agreeably and profitably engaged; and for the same reason he has been a very good boy. He goes home pleased with himself and all the world, and excites there an interest in his pursuits, recounting the wonders of the day, and teasing somebody to tell him the answer to the question which his kind teacher is going to ask him to-morrow.

At evening he gets up a game of word-making with his little cards, and, turning teacher, instructs the brother who is almost a baby.

It were pleasing to linger over this happy period, but we must needs skip a few months. We will now *look in* upon the boy and his sister playing at word-making; but we will not suppose this to be the first exercise by any means. On the margin of each letter-card are printed words in smaller type, which have furnished them with subjects for many a previous lesson.

Seated at a little stool or table, preliminaries being arranged they proceed.

*Edward*— puts down *o*. O! where are the cows?

*Emma*. I play *l*, and say, Lo! see the cows!

*Edward*. My *t* turns *lo* into *lot* for my cows.

*Emma*. My *p* makes your *lot* a *plot* of grass for your cows. Now what can you do?

*Edward*. I will put in my *i* and have a *pilot* to guide my ship into port.

*Emma*. Then I will add *e*, exchange your *i* for your *o*, and your *pilot* grews *polite*. He acts *politely*. with *politeness*, etc.

*Edward*. I prefix *im;* he is now *impolite;* he acts *impolitely;* with *impoliteness*.

*Emma*. Then I will rob him of *t*, and *let* him have *c*. I call the *police*.

This may be good policy, says Edward, and the exercise continues. But I drop it here to make way for another.

Willy asks his papa to play with him at Words. Papa at first demurs, but finally consents. Willy plays *a*, and they reach *branch* by *an*, *ran*, *bran*, *branch*; and they go through the list of words ending in *anch* and *aunch*, to which distinction Willy's attention is directed. Of those in *aunch* one is *launch*, and of this also Willy asks the meaning. This is given by his father, and illustrated by a cut at the top of the page of a ship being *launched*.

Mother or aunt sometimes joins, and a moral closes the exercise. Philip puzzles the little speller with a charade, and many important definitions are thereby fixed on the mind, and much precision is given to orthographical attainments.

Our little word-builders are now able to apply the suffixes—as *ly. less, ness*, etc.; they praise each other in little stanzas—all very simple, but pleasing to juvenile tastes.

Meanwhile, if our directions have been followed, the little ones have learned the meaning of a large number of radixes and prefixes, and the manner of putting them together to form words. This, while it is a most important exercise, is one which I know by experience to be admirably adapted to juvenile taste and juvenile capacity; nor can there be a better discipline for the mind than this analytic and synthetic defining.

As I deem this an important feature, I will explain. First, then, my pupils are furnished at the outset with slate and pencil. Writing is a daily exercise, and this passes spontaneously into drawing, which is encouraged.

But of the writing exercises. When letters and words come to form the copy, these are selected with a view to utility. Why should a boy write "cat, cat," when he can write, ex—out, or re—back, just as well? or why write, "peal, peal," when he could as easily write, pello—to drive? Instead, then, of these unmeaning words, I give to the whole class—to each the same—a prefix, one of the more simple. When several have been thus learned, I begin with the more common of the radixes, as *pello*, etc.

And then the little ones have reached a *placer*. Let us anticipate a little, and suppose they have been promoted to the possession of a copy book; that it is Friday—that day for general revision. (If it is *not*, it ought to be.) The smiling little troop is marshaled for *review*. The teacher takes one from the portfolio of copy-books. Perhaps she questions them first upon the prefixes. All very well. She now turns to the radixes, which, as well as the others, have been given, that is, *set* for copies.

Now all is animation. Little children like to show that they can *do something*, and this is one of the things which they can do; and very pleasantly is their self-love excited by the ability to put a Latin prefix to a Latin radix, and so to form an English word.

They have been taught to take the prefixes alphabetically and in rotation, and thus they proceed:

*Teacher*. What is the meaning of (Latin) *pello?*

All answer: Pello—to drive, to urge.

*Teacher*. You may now answer in turn. Begin with *ex*.

1*st Pupil*. *Ex*—out; *Ex*pel, to drive out.

*Teacher*. You may omit *im;* what is next?

2*d Pupil*. *Pro*—forward; *Pro*pel, to drive forward.

3*d Pupil*. *Re*—back; *Re*pel, to drive back.

Those who write a fine hand have the other parts of the verb—as, Pello, pulsum; and they are required to leave space at the bottom of each page for writing out the different derivatives, with their definitions.

This kind of exercise also is sought to be introduced among the *home* recreations. Specimens are given in the book. Those little brothers and sisters who were first found spelling short words on their little stool

or stand, then adding the suffixes, ly, less, ness, are now seen engaged with radixes and prefixes, forming words and explaining and applying them.

This feature of analytic defining, I will say, pervades the entire work. No parade is made about Latin, Greek, or French; and yet by this constant reference to *roots* and *branches*, much is learned of so much of them as enters into the composition of our language. It is useless for me to allude to the effect of this upon the minds of the pupils; or to refer to the clearer perception of those nice shades of difference between words, the observance of which distinguishes the scholar; nor, last, but not, least, to the *habit* of mind induced,

Now have we brought our little pupil safely on to a point in his progress whence he can look back upon much that has been accomplished. But as he looks back with complacency, so he looks forward with animation. The way before him is steep, but not difficult. He is not a baby now, to be lifted over obstructions. He has been shown how he may surmount obstacles *himself*, and he feels something of a young American confidence in his ability to do so.

Words here, as indeed from the beginning, are grouped upon their distinctive orthographical features, to assist the memory in the arduous task of retaining the formidable multiplicity of combinations which our letters assume in the structure of our language. The same sound is heard in various combinations, as, *ane, ain, aign, ogne, eign.* Such are brought together, that by practice the pupil may be taught to discriminate—that is, to spell each correctly.

Where these differences are extensive, the aid of the topical memory is invoked. We are apt to remember *where* we saw a thing. Let me illustrate. We have many words, which, though some end in *om*, some in *ome*, some in *um*, *umn*, etc., all appear to end in *um*. These are arranged in three columns, thus:

| | | |
|---|---|---|
| Om, | Ome, | Um, umn, |
| Atom, | Handsome, | Album, column. |

Each column is filled out with kindred words; each word, with its definition below. These are all easily learned, and then, in accordance with the general plan, they are applied in a lively colloquy between a little girl and her brother. She *welcomes* him home, and he asks if she has been *lonesome*. No! her uncle had permitted her to dust his room, which it was *seldom* he would do. He calls my broom, she says, the *besom* of destruction, and says I put his books up at *random*, etc. She had found a spider charged, perhaps, with *venom*, which had spun a web a *fathom* in length; and thus they go on as brother and sister will. He has bought her an *album*, and writes some lines for her, but no *fulsome* praise, etc.

Rules for spelling are given in accordance with the general plan, that is, of colloquy. Henry is found by Philip stopped in the middle of a line, unable to determine how he shall spell a word. Philip enlightens him. Will you give me a rule, asks Henry, by which a boy may always know when to use two *l*'s or two *l*'s, when he writes about what he *has done!* Yes, says Philip, and repeats it. Thank you, says Henry; but can you

give me a *reason* for your rule? I like to have a reason for things. This is given, and Henry is much pleased. This is an example. Again he finds a difficulty in determining when to use *us*, and when *ous*. Here a rule is given, and all the words in *us* are used up in the colloquy.

*Oi* is often sounded by the careless in many words as *i*. These are put into the mouth of an over-dressed, very selfish, and self-conceited young lady, of whom a little gentleman remarks: I think she is more attentive to her mirror than to her mind or her heart, or she would not refuse to do what her mother wished, lest she should, *sile* her new dress. Individuals of the same kind will speak of *winders*, *chimblys*, and *ruffs* of houses, *mat-rass-es*, *teesters*, *pillars*, *hosses*, etc. They are taken off.

Words with *i*, as *e* long, *ch* hard, *ch* soft, etc., fall into lessons for children of a larger growth, and the reading matter corresponds. Here good old uncles are in frequent requisition, and many of the interviews appear to have been very interesting, and to those for whom they are designed, they will prove it is hoped, both entertaining and instructive. This interlocutory style has many advantages. It is sought to be made animated and natural, thereby securing a natural style of reading. Moreover, the elder colloquist is the Mentor, the walking cyclopedia, to the younger; and words not easily defined in the column are lucidly explained by him, and are used in their proper acceptation.

One of these uncles is a physician, and explains many physiological facts in connection with words in which *ch* hard occurs; and at other times he solves problems on other points which had puzzled his young kinsfolk.

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## INFLUENCE.

BY GEORGE W. BUNGAY.

Drop follows drop and swells
With rain the sweeping river;
Word follows word, and tells
A truth that lives forever.

Flake follows flake like spirits
Whose wings the winds dissever,
Thought follows thought and lights
The realm of mind forever.

Beam follows beam to cheer,
The cloud a bolt to shiver;
Throb follows throb, and fear
Gives place to joy forever.

The drop, the flake, the beam
Teach us a lesson ever,
The word, the thought, the dream,
Impress the soul forever.

## STUDY OF LANGUAGE. NO. 7.

We have thus far examined the *noun*, the *adjective* and the *verb*.—These three classes of words are properly subdivisions of that general division of words known as Names or Nouns, the *adjective* being the name of a quality, and the *verb* the name of an action or fact. The verb it is true has an asserting force, and in this differs essentially from the mere noun, yet as it *names* as well as *asserts* its action, it may properly be classed in the general class of nouns.

Nearly allied to adjectives, and usually classed with them, is a second grand division of words which may best be described under the name of *Demonstratives*. They are words which represent no distinct idea or independent conception of the mind, but are used to direct the attention more strongly to some noun or to suggest some incidental fact in relation to it. Among the Demonstrative we find the words *a*, *this*, *that*, *these*, *those*, *each*, *either*, *all*, *some*, *former*, &c., &c. The class is not a large one in any language, and they seem to have that office in artificial language that the finger has in natural language: they are a sort of verbal pointers, and serve to direct the attention to a different object very much as the finger directs the eye. They name no object or idea, and hence are easily distinguished from the class of Nouns. But here, as every where in nature, one class melts into the next with such fine gradations that the line of distinction between the nearest individuals of of each class seems nearly obliterated. Thus, some Demonstratives, as *former*, *latter*, *all*, describe an object, by some incident or circumstance, so clearly as almost to name the object. Hence they are frequently mistaken for pronominal words.

Some of the Demonstratives, like Nouns, express collateral ideas and have PROPERTIES. *This* and *that* with their plurals *these* and *those* have *number*, as also *a*, *every*, *all*, and some others. *Either*, implies duality, and *each*, while itself singular, plainly intimates the existence of plurality.

The *third* grand division of words embraces the pronominal words or *Pronouns*. They are few in number, but rich in properties or contrivances to indicate related or incidental ideas. Thus the Personal Pronouns, indicate the *person* of their nouns, their *number*, and gender: and they have moreover inflected forms, called *cases*, to indicate the sentential relations of subject and object. The Relative Pronouns have no

contrivance to indicate *person, number* or *gender*, and but a single one has *case*, but they have a connective power which nearly allies them to the connectives of the language.

The CONNECTIVES constitute a *fourth* grand division of words. The necessity for such a class of words arises from the fact that union of ideas in the composition of our thoughts is not always simple, as in the union of the noun and adjective, or the subject and verb, but a special relation is supposed to exist between them, and as this relation is an essential element of the thought it requires to be expressed. In some languages, many of these relations are indicated by inflected forms of the noun but our language inclines to an independent expression of them.

The connecting power of this class of words is merely incidental, if indeed it really exists; their true office is to express the relations existing between connected ideas or thoughts. They might therefore be more properly called RELATIVES. Instead of connecting they really separate the words with which they are used, by interposing a modifying relation between them: thus in the sentence, *John Jacob Jones is dead*, the two names, John and Jacob unite in one. Let the word, *and*, be inserted, as *John and* Jacob Jones are dead, and the names are at once separated into two, but a relation is implied between them which makes them both the subjects of the assertion contained in the predicate.—Many of the ideas separated by these Relatives can not form a simple union, and hence the *Relative* word seems to connnect them.

The relations themselves are even more numerous than the words that express them, some of the words, like *of* and *with*, being used to express different relations, but there are certain facts implied by these relations, which furnish ground for a subdivision of the class of connectives. The first facts of this kind are those of *equality* and *subordination*. Thus, *and, or*, &c., imply an equality of the ideas they connect, and have been termed *co-ordinate connectives*, while *if, of, in*, &c., imply the subordinate use of one of the ideas or thoughts which they connect and have been styled, without much significance, *secondary connectives*.

Many of these secondary connectives or relatives, express relations which require the subordinate term to be a noun. Such are the words *of, with, up, down*, &c. These are termed *prepositions*. Many of them, however, like the words *after, before*, &c., are used indifferently with either a noun or sentence in the subordinate term, and grammarians who make a distinction between conjunctions and prepositions have been compelled to allow such words a place in both classes.

With the exception of the *adverb* which we may discuss hereafter, and the *interjection* which belongs to natural rather than to artificial language, we have now completed our proposed view of the first of the two great divisions of Grammar, *the study of* WORDS *and their properties.*— Should we hereafter resume our pen on this subject, we will discuss, from the same stand point, the second department of Grammar, *the study of* SENTENCES *and sentential relations.*

We close this article with a summary statement of the classification of words.

NOUNS, words naming objects or mental conceptions. This class embraces *nouns*, *adjectives* and *verbs.*

PRONOUNS, or representative words.

DEMONSTRATIVES, words used to point the attention to substantive ideas.

RELATIVES, or connectives, words expressing a relation existing between combined ideas.

The adverb and interjection are not included in this classification.

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## THAT ONE TEACHER.

In the retrospect of our School days we can all recall the faces of many teachers who were employed to instruct us—some young, some middle aged,—ladies and gentlemen, amiable and austere,—some, awkward, stiff and pompous, filled with pedagogic pride, and pedantry, who lorded it over us with a rod of hickory, and sought to impress us with a becoming awe of their vast wisdom and refinement; some ignorant, rough and brutal, who (to parody Hudibras)

> Proved their *learning* orthodox
> By *pedagogic* blows and knocks,—

—some, good, lazy, easy souls, who alternately coaxed and threatened us, telling us not to give *them* trouble, and urging us to be good children under penalties of terrible whippings which they were too easy and good-for-nothing ever to give us; some pale, scholarly men, full of learning and bursting forth upon us every now and then with splendid and eloquent appeals to be true scholars, but full of dumps and petulant humors, spoiling in one cross, cloudy day, the work of weeks, and blighting with one remorseless frost every bud of promise which their more genial hours

had coaxed forth in rich profusion;—and here and there, in the line, comes perchance, the cherished memories of beloved teachers whose firmness held us in healthful order, while their manifest interest and even delight in our studies won us with a witching power to the labor of learning, and their honest confidence in our truth and goodness shamed us out of all our childish naughtiness and made us emulous of the clear and open-hearted integrity which rendered their lives radiant, and, to us, sublime. But whatever the number or characters of those teachers, many of us, at least, can point to some one of the list who was pre-eminently *our* teacher;—some one whose influence over our minds gave color and character to our whole education. It may have come from some peculiar circumstances which just then awakened us for the first time to a full perception of the facts without and within us; or from some peculiar crisis in our mental growth which that teacher saw, and understood; or, as is more probable, there was a fine skill in the teacher which enabled him to lay hold upon the very springs of action within us and awaken them to life.

But whatever the manner in which it was effected, it was like a new birth of the mind. It awakened us as from a long sleep, and awakened us forever. All study before that, was as a confused, and toilsome dream. Our whole after attainment grew out of that as fruit from a tree.

All other teachers have been but the assistants of that one. Their instructions have but served to fill the channel which his had opened. It may be that it was only in one branch that he taught us,—in simple arithmetic or grammar perchance—but the impulse he gave us has been with us like leaven in the lump through all our course.

Could the growth of the truly great be carefully scanned, in how many if not in all, cases would it be found that to some one faithful and skillful but almost forgotten teacher could be traced the beginnings of their greatness.

Let *each teacher seek to be that one teacher.* You may be in school but one short term. You may meet your pupils there as a stranger and direct only for a few hurried weeks their studies but you may in that brief time kindle in many a soul a fire that shall never go out—you may unearth a gem whose radiant light shall beautify the world throughout all coming time.

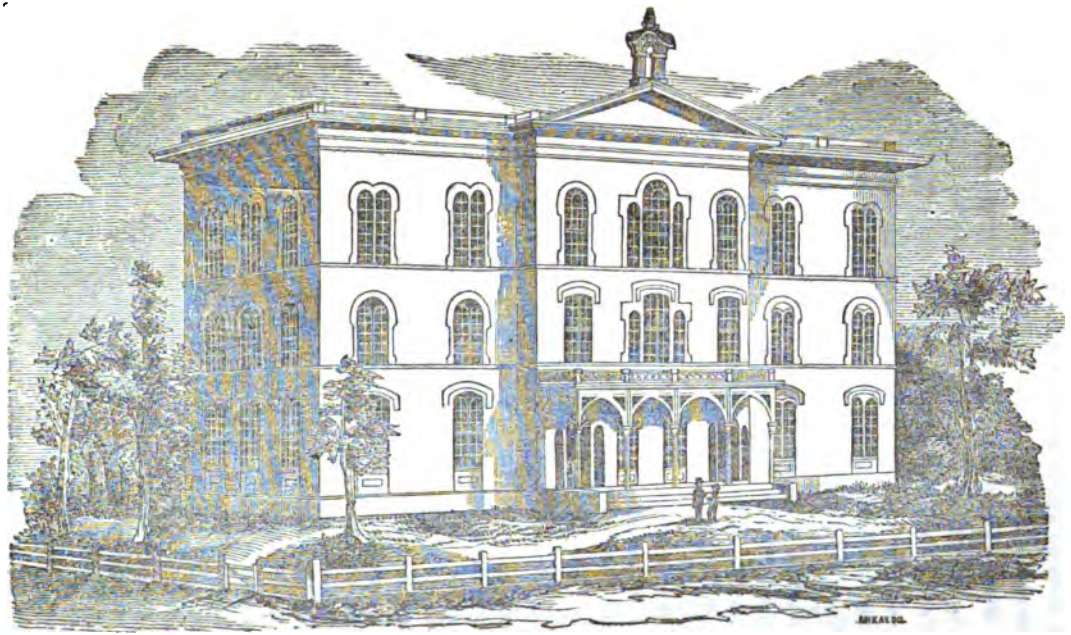
Be not content to die from your pupils' memories, and 'give no sign;' and especially beware of being that one wretched teacher to whom some wearied and unsuccessful scholar shall ever point as the cause of his ruin.

## NEW YORK SCHOOL COMMISSIONERS.

We extract from an article in the American Journal of Education the following account of the office of School Commissioner as it now exists in New York State. The movement now in progress to procure the adoption of this or some similar system for Michigan will add interest to this statement. We earnestly invite the attention of the public to this matter.

The commissioners are very distinctly classed in the law, their duties prescibed, and their powers defined. Each county constituting an assembly district (and also the counties of Fulton and Hamilton) is entitled to one such officer, and to two in case of having more than one hundred and forty school districts, counting two parts of joint districts as one entire. The county of Kings, outside of the city of Brooklyn, has also a commissioner. New York being provided for by special act, and the several cities having superintendents or boards of education, are not embraced within the province of this portion of the statutes of public instruction. In the other counties there is a commissioner to each assembly district. The commissioners first holding the office are to be elected by the boards of supervisors of the respective counties, and continue till January, 1858; thenceforth their successors will be chosen at the general election next preceding the time of entering upon their office, and will hold three years. Each commissioner must visit and examine all the schools and districts in his charge as often as possible, inquire into their management, condition of the buildings, consult with the trustees upon the various minutiæ connected with the schools, property, and studies, inspect the district libraries, examine and license teachers, annul their certificates of qualification* for proper cause, and organize and conduct at least once in each year a teachers' institute. He is also authorized to form, regulate, and alter the boundaries of school districts, associating with him the town clerk and supervisor of the town in which the schoolhouse of the district shall be situated, whenever requested by the trustees of any district in any proposed alteration; and it is his duty to make reports annually to the Superintendent of Public Instruction, at such times as shall be appointed by him, containing such information as he shall require. He receives an annual salary of $500, to be paid by the State Treasurer, out of the income of the United States deposit fund, on the warrant of the Comptroller, at the order of the State Superintendent of Public Instruction, and is allowed $100 in addition for necessary expenses, to be assessed by the boards of supervisors upon the taxable property of the towns within his jurisdiction. It is at the option of the boards of supervisors to increase the salary, the supervisors of a city not included in a school commissioner's district not being entitled to vote upon the question; cities being exempted from contributing to any tax for that purpose. Vacancies may be filled by the judge of the county, till the first of January subsequent to the next general election.

* He has no authority however to annul a State certificate, or diploma held by a graduate of the Normal School.



## NILES UNION SCHOOL-HOUSE.

The beautiful edifice represented above is one hundred feet long, forty feet wide, and three stories high. Each story is fifteen feet high in the clear. It is divided into commodious school and recitation rooms, and will accommodate one thousand scholars. It is built of brick, and cost $25,000.——This School was opened Sept. last, under the charge of E. W. SPAULDING, of N. Y., as Principal, assisted by Miss H. S. DE LAMATER in the Higher Department, (105 pupils.) D. A. Abbott, Miss A. D. Bacon and Miss F. D. Thompson in the Intermediate, (150 pupils; Miss S. E. Phillips and Miss F. Lacey in advanced Juvenile; Miss E. W. Williams and Miss Niles, in the Primary, (together 350 pupils.)

# Youth's Department.

## THE EDITOR'S TALK WITH THE SCHOLARS.

DEAR SCHOLARS:—Your success in school will depend upon your learning how to study. I do not mean now, your learning how to fix your mind upon your lesson and hold it there till the lesson is thoroughly learned, though this is important and the sooner you acquire this power of fixing the attention the easier and happier will be your progress. The study which is hard and toilsome at first soon becomes easy if you persevere, and then there will be no more grumbling over hard lessons.

But learning lessons is not the whole of study. Would you really get the most good from your school days, you must do more than commit lessons to memory. You must be able to find out what your lessons mean.

Your school books were written mostly by great scholars, and deep thinkers, and they have put in these books the rich, ripe thoughts they have gathered from years of earnest study. It is as if they had buried a mine of golden truth in each page. This truth the common scholar in school rarely reaches. He runs over the words just as a man runs over the ground where much gold lies hid, without suspecting there is something there he does not see. You must stop and dig if you would find the treasure. Just as one in California might get more gold by digging for months in one little spot, than by running over the whole country, so you may often find more knowledge in a single page than many find in the whole book.

In studying your lessons, then, pause at every sentence and ask yourself, what does the author mean here? Why did he write this sentence, and why did he write it in this way? Could it have been written as well or better in any other words?

In order to bring your previous study into use here, ask yourself, have I ever before learned or thought anything like this? Do I know anything that will prove this? or contradict it? Or does this explain anything I have seen before now?

Ask these questions slowly and thoughtfully. Do not be in a hurry

The longer you think and the deeper you dig, the more wonderful and pleasant will any study become; for be assured there is in every study—in arithmetic, in grammar, in reading even—splendid and beautiful truths if you will only wait and work to find them.

Remember that one of the most important uses of school study is to learn how to get knowledge from books. If you learn how to get the meaning out of your school books you will know how to get it from other books and then there is nothing to prevent your becoming learned men and great scholars even though you should not go longer to school.

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## UNCLE JOHN'S CHAT.

The following letter from one of Uncle John's former beloved pupils came too late for the Nov. Journal, but we publish the answers it contains to encourage Arthur and other little friends to send us more. "Our class" is a voluntary one and embraces all the children who will try to answer our questions. Uncle John will be glad to get a great many letters from the little folks in answer to his questions. It is rather dull work for him to ask questions and then answer them, himself. He means next year to ask a great many useful questions and hopes his little friends all over Michigan will strive to answer them.

The other day Uncle William asked Uncle John a question which set *him* a thinking—who can answer it? It is this; why does a cat play awhile with the mice she catches before she kills them?

WYANDOTTE, Nov. 12th, 1856.

DEAR UNCLE JOHN:—It has been quite a while since we have had a nice, social chit-chat, but I will take this opportunity to talk a little on paper.

In the first place I should like to know what *class* you meant when you entitled those questions "questions for our class"; at least, whether you meant, any particular class or not. I took the liberty to pick them out myself. I do not mean to say, that I have picked them all out, but here are the answers to some of them:

1. Red, Orange, Yellow, Green, Blue, Indigo, Violet.
2. To preserve life.
5. The potato, maize.
3. Because it is attracted by gravity.
8. From Ceylon.

But Uncle John, I have a little work to do now, so that you will please excuse me for the present. Yours, &c.

A. J. WHEELER.

## A RESOLUTE WILL.

Henry Burgett was not quite twelve years of age when his father died; and fast as his tears fell, when he knew his papa would be with him no more, he wept. if possible, more violently, when his mother told him they must leave the pretty cottage, the only home they had ever known, and that hereafter he was to live with farmer Howard.

"We are poor, Henry," she said, "very poor, and young as you are, my boy, you must now earn your own support. But keep up a stout heart; you can do it. Fie on those tears!" and she turned hastily that he might not perceive the grief that was piercing her own soul.

Farmer Howard was a hard master, and a sorry time had poor Henry during the long summer days that succeeded this interview with his mother. It was work, work, with no relaxation, from the earliest dawn until the twilight had quite faded. Often did his courage fail, and despondency and indolence, urge him to stop, but a stern necessity was on him, he must do or starve: and hence he kept at it, wearily enough, to be sure, until the last apple was in the cellar, the last ear of corn in the crib, and all things secured against the winter, with the most pains-taking thoroughness.

The winter, tardy as its approach appeared to Henry, came at last, with its three months' privilege of school, and its glorious long evenings that he might spend as he chose, with no spectres of huge heaps of corn to husk, or vast fields of potatoes to dig, looming up in the distance.

How well these hours for study were improved, or how highly prized, the bright light which the blazing pine splinter shed from the attic window, until long past the hour of twelve, might tell. (A pine splinter, because the mistress was a careful soul, and saved the candle ends to light Henry to bed.) He advanced with surprising rapidity in his studies and what wonder? Ardent, persevering effort was never unsuccessful. When the spring came, he was quite master of the Latin grammar, and was beginning to read in this language with some degree of ease. The summer, with its wearisome round of duties, could not damp his desire for knowledge. Every spare moment was carefully seized and sedulously employed in his favorite study.

The winter came again, and with a gleeful heart Henry bounded away to the village school. On the way a classmate overtook him; one who had often jeered him for his bashfulness, and plain, homespun attire, and who, with every advantage, had uninterruptedly pursued his studies.

"Ha, ha, how are you, Hal?" said he; "don't you wish you could read all that?" triumphantly holding up a Latin reader, and spreading his palm complacently over the open page. Henry kept his own counsel, and together they proceeded towards the school house.

Soon after the opening of the morning exercises, the class in Latin was called to the recitation bench.

"Henry," said the master, "I think you will not be able to go on with the class you were in last winter; you must fall back with the beginners."

"I should like to enter the Virgil class, sir."

"Virgil class! Nonsense, boy, you could not read one word. Just let me see now," opening the book and placing it in his hand.

"How far shall I read?"

"As far as you can," replied the master with a sharp twinkle of his grey eyes, and an involuntary sarcastic smile.

Henry commenced unhesitatingly to read, and had turned the first, second, and third leaves, before the master had sufficiently recovered from his surprise to arrest him.

"Stop, sir! Where did you learn all this?"

Henry told him where. Taking him by the arm, the master led him to the center of the room, and placing his hand upon his head, said:

"Attention, boys; here is a hero; a greater conqueror than was Cæsar or Napoleon. Give him a round; three times three, now!"

Cheerily, heartily, rang out that applause, penetrating the fartherest recesses of that time worn building, making the windows fairly shake again. What a proud day was that for Henry! How his heart leaped and almost bounded out of his bosom—how the girls nodded and blinked their pretty eyes at him; he has not yet forgotten, and although at the present time the laurels of a country's regard are clustering thick about his brow, he often says, "that was the victory of my life. It was at farmer Howard's I learned to labor unflinchingly for a given end."

Children this is no fancy sketch. Such a lad as I have described really existed, and from his example may we not learn to plant for ourselves elevated standards, and never give over until we have mastered every obstacle and reached our aim?

It is not always lessons to be learned, or wood piles to be demolished or rebuilt. There are bad hearts to govern, vicious inclinations to restrain, selfish dispositions to be overcome; many, many wrongs to be righted. There is room for a life-long labor in our own hearts. Up, then, my young friends, with a strong purpose of life, Shrink not at the sight of difficulty. Remember that "where there's a will, there's a way," and that perseverance is a sure guaranty of success.—*Independent.*

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## QUESTIONS FOR OUR CLASS.

1. What causes apples to rot?
2. Why does a sleigh slide more easily upon snow than upon frozen ground?
3. Which is now the largest of the United States?
4. What are the principal ranges of mountains in Asia?
5. What Republics are now existing on the earth?
6. Why does a cow chew a cud?
7. What two celebrated ancient nations were at first kingdoms, but became republics within a year of each other, and afterwards became monarchies again?
8. Which were the dark ages?
9. What celebrated Emperor was reigning in Europe at the close of the 8th century?

## ANSWERS TO NOVEMBER QUESTIONS.

1. The moon receives its light from the sun, and of course the side towards the sun will always be illuminated and appear round just as it is.
2. The forward wheels are made small to let the wagon turn more easily, and the hind ones large because large wheels meet with less obstruction than small ones.
3. Because the rays of the sun fall so slantingly upon the earth as to warm it but slightly, and because the days are so much shorter than the nights.
4. It is too cold for the sap to flow.
5. Exercise causes us to breath faster, and we hence get more fresh air and the blood is oxygenized faster. It is just like increasing the draught of a stove; the fire burns faster
6. The air gets heated in some parts of the earth and rises, and cold air from other countries or places rushes in to supply the vacancy.
7. It comes mainly from the air. In combustion the oxygen of the air unites with the burning fuel, and the heat is set free or becomes sensible.
8. When air expands or becomes thinner the heat it contains passes into a latent or insensible state. The air about the top of a mountain is much rarer or thinner than about the base.

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# Editor's Table.

VALEDICTORY.—With the issue of this number closes the third volume of the MICH. JOURNAL OF EDUCATION and the third year of our editorial labor. A thousand mingled thoughts and emotions cluster around us as, in the fading twilight of the year, we pen these last lines of a volume soon to be shut and sealed against all addition or emendation. These three years have witnessed many changes in our beloved State. Many a noble school has arisen, and opened its doors to the children of the State,—many excellent teachers have been added to the corps of instructors, and all over the State there has been a notable growth of interest in the public schools. It is doubtful whether any three years of our history have been so marked in our educational progress as these three. The State University has risen within that from a state of decay to one of unprecedented prosperity; the other colleges have undergone important changes and now flourish with unwonted power; the State Normal School has grown into magnificent proportions and influence; several of the largest Union Schools in the State have arisen within this period

and last, but not the least, significant, the wages of teachers throughout the State have advanced from 20 to 50 per cent.

This progress has not been made without effort. Such fruits cost careful and earnest cultivation. Without attempting to define all, or perhaps the main causes of this growth, so benign and so glorious to our State, we claim no unimportant portion of it as the result of the voluntary efforts of the teachers of Michigan. The State Teacher's Association organized just before this time, has steadily urged its work. The sound of its able debates has reached and roused the remotest portions of the state and its meetings have yearly rekindled the public mind to a new interest in education. Conventions have been held, county and town associations have been organized, many of which are now working with undiminished zeal and efficiency. Institutes have been held, and every where teachers have found in their mutual cooperation, and in the growth of a mutual respect, a new love for their noble calling and a new hold upon the public mind.

Concurrent with this *voluntary co-operation* of the teachers has been the work of the JOURNAL OF EDUCATION. Duty to the cause of Public education which it so efficiently promotes, and to the teachers who have so generously sustained it, demands that the claims of the JOURNAL be urged when our personal modesty would choose to be silent. The JOURNAL has been the right arm of our associated effort. Even its bare existence and monthly issue has kept alive interest both in the public mind and in the mind of teachers. And without any over estimate of its share in the great work it may be fearlessly asserted it has fully justified the wisdom of the Teachers' Association in establishing and maintaining it.

But while we point with joy to the progress already made, let us not shut our eyes to the work still to be performed. The achievements of the past furnish vantage ground for the grander work of the future. The mines of human learning have just been opened to the popular mind.—Their splendid stores of wealth are yet to be revealed. The almost creative power of true education is but little more than suspected. What miracles may it not yet work upon the characters and destinies of mankind. Teaching, as an art, is yet in its infancy; its principles and processes will need yet years of experiment and discussion.

Here in Michigan, the work of training teachers needs to be pushed still more earnestly. Hundreds and thousands even of our common school teachers are yet unreached by Teachers' Associations, Teachers' Institutes or Teachers' Papers. Some hold themselves aloof either in pedantic pride, or in shameful ignorance, but the most need only to be awakened and invited forth.

The voluntary associations of teachers should be extended till the great brotherhood of the instructors of youth shall stand linked in solid phalanx, leagued as one grand army of reform against ignorance and vice.

And should not our Periodical, Fellow Teachers, have a wider circulation? Why may we not reach every teacher in the State with its pages? There are hundreds of teachers who are reaping dollars of increase in the wages they receive, through the work it has done, who have never

paid one dollar for its support. Let them in simple justice join at once with their fellow teachers in supporting a paper which works alike for all.

In our farewell, we cannot forget the newspaper press of the state who have cheered our JOURNAL with such generous commendation. We shall be glad in the coming year to visit regularly every editorial sanctum in the State. Long life to you! gentlemen of the press. Yours is no mean place among the real Teachers of mankind.

STATE TEACHERS' ASSOCIATION.—The Semi-annual meeting of the State Teacher's Association will be held at Battle Creek on Thursday and Friday, the 25th and 26th of Dec., instant. The opening address will be delivered on Wednesday evening by Hon. Ira Mayhew, Supt. of Public Instruction. The order of exercises will be as follows:

Thursday, 9 oclock A. M., paper by Prof. Cary, of Ypsilanti, on Reflex influence of teaching on health and character; to be followed by discussion.

At 10½ o'clock paper by Prof. Olney, of Kalamazoo and discussion.

At 2 o'clock P. M., report on County or District Superintendents.

3 P. M., report of committee on revision of Constitution and business of incorporating the Association.

7 o'clock, evening; Address by Pres't Fairfield, of Hillsdale College.

Friday, 9 A. M., paper by Prof. Dewey, of Buchanan. Effect of Rate Bill system on Primary Schools.

10 A. M., paper by Mrs. L. H. Stone, of Kalamazoo Female College, on Study of English Literature.

11 A. M., report of Ex. Committee on the Swamp land fund.

2. P. M., paper by Prof. T. C. Abbott, of Ann Arbor, on Use of Words.

3 P. M.; Miscellaneous Business.

This meeting is looked forward to with great interest. It will be an important one for the Association.

ARTICLES FROM CORRESPONDING EDITORS.—Letters have been received from several of the corresponding editors signifying their readiness to comply with the resolution of the State Teachers' Association, asking each of them to contribute at least one article for the JOURNAL during the year. Their articles will appear as follows:

In January No., Prof. Putnam, or Miss Rogers.

In February No., Mary H. Bacon, Mental Astrology.

In March No., E. W. Cheesebro, the plans, purposes and prospects of young teachers.

In April No., Mrs. L. J. Marcy.

In May No., Miss F. Babbitt.

In June No., Prof. O. Hosford. The true aims and methods of education.

In July No., Prof. Churchill.

In August No., Mrs. L. H. Stone. The study of History.

In September No., Prof. D. Putnam and Miss A. C. Rogers.

In October No. Prof. Welch.

We hope to be permitted to give the full list of the themes of these articles next month.

TEACHERS' DIRECTORY.—We notice in several of our cotemporaries a feature which seems to us useful and which we propose to adopt. It is a teachers' directory, embracing the name and address of the teachers who may be among our subscribers. We will begin the publication of the directory in the Jannary number. Let teachers who wish to appear in that number forward their names and address by the 23d of Dec.

We will also begin in the January No. to publish receipts for subscriptions paid before that number goes to press.

Attention is asked to the advertisement of the Educational Year Book; also to the advertisement of Bayard Taylor's Cyclopœdia of travel.

PRESIDENT TAPPAN'S REPORT.–The Annual Report to the Regents of the University by Dr Tappan, President of the Board, has been published It is written with evident care, and in the author's strong, masterly style. Its clear and full statement of the President's views, invites plain discussion. We hope to find time before our next issue, for such a review as its character and importance demands. We fear it will be a long time ere we shall see a University in our midst such as is described in this extract:

"A University is a collection of finished scholars in every department of human knowledge, associated for the purpose of advancing and communicating knowledge. To accomplish these purposes they gather around them books on all subjects without any limit, specimens of art, specimens of natural history, apparatus, for illustrating the laws of nature and for prying into their secrets; in fine, whatever may aid them in thought, investigation, and discovery, and in making known the results of their labors. Living together they aid and stimulate each other.—They form a center of light, and irradiate it far and wide for the glory of their country, and for the good of mankind. They create an atmosphere filled with inspirations to thought, research and culture. Young men who have passed through the intermediate grade, and hence, who have learned the art and formed the habits of study, resort to them, to hear their lectures, to breathe their spirit, to copy their example and to submit themselves to their guidance. Thus they multiply and perpetuate themselves. They instruct orally, and they instruct by books. They instruct their own country and time; they instruct foreign countries and future generations. They bring to bear the highest powers of mind ripened and furnished to the highest degree upon those great subjects which embody all civilization, lead on all improvement, and multiply the enjoyments, elevate the condition and determine the destiny of the earth."

We shall venture to dissent from some of the views of the report.—The adoption of these views would revolutionize our system of education or at least push the system to a development such as its founders never contemplated.

We propose several improvements in the JOURNAL next year. Among these will be sketches of some of the prominent Public Schools in the State with such descriptions of their peculiarities as will promote the general good. We propose also to devote some space to school architecture, giving when possible plans of the best school houses in the state. More time and attention will be given to the editorial work than has been possible hitherto. Every subscriber can aid us in these improvements by remitting at once his subscription for another year.

To CONTRIBUTORS AND CORRESPONDENTS,—The Fall campaign at institutes and conventions has trenched so much upon our time that our correspondents have been necessarily neglected. We have endeavored to do justice since our return to our post, but it is possible that some letters may have been lost or overlooked.

To those who have favored us with contributions we return hearty thanks whether their articles have been published or not. Some articles we have been obliged to decline because not adapted to an educational paper, and a few because of defects in the style of arrangement. We would cordially invite the young writers who have favored us, to further trials of the pen. Some of them have shown much talent. We have received some poems of tolerably smooth versification with some excellent verses which we should be glad to publish if we could leave out the poor verses without spoiling the sense. There is so much good poetry that we cannot afford to publish that which is indifferent. Read an extract from Ruskin on second rate poets, in the Nov. number of the JOURNAL.

Should any Subscriber be conscious of owing us we shall cheerfully receive the pay though the volume is now closed.

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## Items.

——The Teachers of Shiawatsee County meet at Owasso on the 11th and 12th inst.

——The Genessee County Teachers' Association, meet at Flint, the 11th and 12th instant.

——Mr. Henry Stevens has succeeded H. S. Jones in charge of the Union School at Three Rivers.

——Mr. H. W. Titus is the successor of C. F. Bellows in the Principalship of the Union School at Constantime.

——Mr. Francis Clark, lately from Quincy, has taken charge of the Union School at Burr Oak.

——Mr.—— Emory, formerly of Oswego, N. Y., is now principal of the Union School at Galesburg.

——J. W. Knickerbocker, formerly principal of the Union School at Centreville, has taken charge of the School in Colon, St. Jo. Co.

——J. J. Hinchey, late of Ypsilanti, has been appointed principal of the Union School at Chelsea.

——F. W. Munson, from the Normal School, has become principal of the Union School at Howell. From some acquaintance with Mr. M. we believe we can congratlate our Howell friends on the acquisition of an efficient teacher. By the way, when does the Livingston Co. Teachers' Association hold that meeting?

——We have just learned that Mr. C. P. Clements, a graduate of the State Normal School has been appointed Principal of the Union School in Ionia.

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# Literary Notices.

CYCLOPAEDIA OF MODERN TRAVEL: A record of Adventure, Exploration and Discovery for the past fifty years; comprising narations of the most distinguished travelers since the beginning of this century; prepared and arranged by Bayard Taylor.

Such is the title of a large book of 956 pages, and one of the most entertaining books we have met with this many a day. Sketches of nearly fifty different travelers and their travels are given, embracing the names of Humbolt, Mungo Park, Burckhardt, Lewis & Clark, Belzoni, Franklin, Clapperton, the Landers, Lynch, Layard, Huc, Richardson, &c.

No books are more readable to the most of readers, and few are as instructive, as the tales of travelers. These roving spirits who seem born for the purpose of keeping the scattered members of this great human family acquainted with each other meet with so many adventures and hair breadth escapes by field and flood; and then there is such a fascinating interest in the men and things they describe that a book of travels can never fail to get readers among old and young. And perhaps few books are more profitable to the young than a truthful narrative of travels.

Should any of our readers want just the book for the long winter evenings coming on, we cordially recommend them to buy Bayard Taylor's Cyclopaedia of travel. Young men wanting a popular book to sell will do well to look at the advertisement of Mr. Stickney in our advertising pages.

The book is for sale by J. E. Stickney, No. 212, Jefferson Ave., Detroit.

WEBSTER'S UNIVERSITY AND FAMILY PRONOUNCING DICTIONARY. By Chauncey A. Goodrich D D. Philadelphia, J. B. Lippencott & Co.

This is a dictionary of great excellence. It professes to be an abridgment from Webster's American Dictionary, but it is much more than a mere abridgment. Dr. Goodrich the learned editor has made many valuable additions chiefly in the synonyms. The main aim of the work, as stated in the preface, is to benefit those who are cultivating ENGLISH composition on a broad scale, and are desirous to gain an exact knowledge of language and a ready command of its varied forms of expression. The book is well got up, and is well adapted in size and material, to family use. For sale by Raymond & Selleck, Detroit.

COLTON'S ATLAS OF THE WORLD. This is one of the most splendid works of the age. It is one of those few really grand productions, like Webster's great Dictionary, and Audubon's Birds of America, which have reflected a lasting splendor upon American taste and genius. This magnificent Atlas is in two large folio volumes. Volume 2d, last received is occupied with the geography of the old world. An entire number of jur Journal would be required to give any adequate description of the contents of ouis single volume, the large and beautiful maps, charts, plans of cities, &c., and the vast and elegant pages of letter press crowded with valuable statistics &c. The work is a wonder of art, and a complete storehouse of geographical knowledge. The price of this second volume is $12. Published by J. H. Colton & Co., 172 William-st N. Y

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